DOCUMENT RESUME

ED 347 024 RC 018 707

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TITLE Help! They Don't Speak English Starter Kit for Primary Teachers. Revised.
INSTITUTION State Univ. of New York, Oneonta. Coll. at Oneonta. Eastern Stream Center on Resources and Training.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 91
CONTRACT SM90018003
NOTE 162p.; Originally produced by the Virginia Department of Education Migrant Education Program.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Cultural Awareness; *Elementary School Curriculum; English (Second Language); Haitians; Instructional Materials; *Limited English Speaking; *Mathematics Instruction; Mexican Americans; *Migrant Children; Migrant Education; Primary Education; *Second Language Instruction; Special Needs Students; Teaching Methods

ABSTRACT

The purpose of this resource guide is to assist educators of limited English proficient (LEP) migrant students in the primary grades in language and mathematics instruction. The stages of language acquisition are described along with practical suggestions for teaching strategies to be used at each stage. Information about Mexican-American and Haitian cultures is provided to help teachers better understand migrant students. Teaching guides in specific areas include: (1) pre-reading strategies and materials that have been shown to benefit all primary students, particularly LEP students; (2) mathematics exercises and strategies at concept, connecting, and symbolic levels and integration of basic mathematics skills with language development activities; (3) evaluation methods for LEP migrant students, including student identification, placement, grade retention, language survey, progress reporting, a mathematics development checklist, and a bibliography of tests used with LEP students; (4) strategies for encouraging parental involvement and improving the relationship between school and parents; (5) a glossary of second language education terms; (6) a list of state and local contact persons; and (7) additional readings for teachers working with LEP students. This guide contains a Spanish translation of parent and student materials. (LP)

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HELP!
They Don't Speak English
Starter Kit

for Primary Teachers

The HELP Starter Kit
is a
resource guide
for
educators of
limited English proficient migrant students

RC 018707

1991

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ACKNOWLEDGEMENTS

The Eastern Stream Center on Resources and Training (ESCORT) would like to acknowledge the outstanding efforts of George Irby, Beverly Pringle, Pamela Wrigley and the Virginia Migrant ESL Task Force for the development and publication of the original H.E.L.P. Starter Kit. They spent a significant amount of their professional and personal time formulating ideas, researching and writing this document.

ESCORT would also like to acknowledge the contributions of Pamela Wrigley for her efforts in the revision of this kit which can now be utilized by educators throughout the country for all limited English proficient migrant children.

This kit has been produced by the Eastern Stream Center on Resources and Training and additional copies can be obtained from:

The Eastern Stream Center
On Resources and Training
Bugbee Hall - Room 305
Oneonta, New York 13820
1-800-451-8058

This publication was originally produced by the Virginia Department of Education Migrant Education program. This material was then revised by the Eastern Stream Center On Resources and Training (ESCORT) and paid for with Section 1203 funds from the U.S. Department of Education. It does not represent official position or policy of the United States Department of Education, New York State Education Department, the Commonwealth of Virginia Department of Education or any other party.

HELP!!!

WHAT CAN I DO NOW?

"Now! *That* should clear up a few things around here!"

INTRODUCTION TO THE PRIMARY HELP! KIT

Early childhood is a critically important time for the LEP (Limited English Proficient) migrant student. It is at this stage that the children are learning the fundamentals of language and mathematics. They are also exposed, often for the first time, to an unfamiliar setting with its bewildering cultural and social expectations.

With these factors in mind, the Primary **HELP!** Kit is designed to:

> **Help teachers who have LEP students** who are beginning to acquire English. The stages of language acquisition are described along with practical suggestions for teaching strategies to be used at each stage.

> **Provide cultural information about Mexican-Americans and Haitians** which will help teachers to better understand their migrant students.

> **Introduce Pre-reading strategies and materials** which have been shown to benefit all primary students, with particular benefit to LEP students.

> **Introduce math exercises and strategies** which combine the learning of basic math skills with language development activities.

> **Propose alternative methods of monitoring the progress of and evaluating LEP students** who often cannot fairly be measured with the same yardstick as the regular students.

DO YOU HAVE LIMITED ENGLISH PROFICIENT (LEP) STUDENTS?

Most LEP students speak another language in their homes. If you ever studied a foreign language, you surely remember what a painstaking discovery process it was. A key point to keep in mind is that it generally takes from 5 to 7 years for a second language learner to perform like a native speaker academically. Usually, the younger the student, the sooner he/she will "catch on" and "catch up". Be patient with yourself and your students. Maintain high, yet realistic expectations, and remind yourself frequently that limited English proficient is not limited thinking proficient. Here are some basic hints for working effectively with your LEP students:

1) Be warm and welcoming. Speak clearly and simply; it is not necessary to speak more loudly.

2) Assign buddies and peer tutors to your LEP student (bilingual ones when possible).

3) Use props, gestures, and facial expressions to communicate. Body language can be very eloquent.

4) Include the child in all class activities. Give the LEP student assignments and duties he/she can complete successfully.

5) Encourage your student to share his/her language and culture with you and your class.

6) Focus attention on key vocabulary. Use pictures, charts, graphs, and stories to teach vocabulary in context.

7) Keep talking to your student. It is normal for him/her to experience a "silent period" that can last days, weeks, or even months. If a child is reluctant to speak in English, do not force production.

8) Arrange intensive help with English whenever possible.

9) Use a grading system which shows progress, but does not unfairly compare your LEP student to his/her peer's performance. Standardized tests are generally not a valid measure of the LEP student's performance; however, if your students knows quite a bit of English, he/she can benefit from learning how to take a standardized test.

10) Many of your LEP students have either repeated a grade, or have been placed in lower grades in the erroneous belief that they will learn English faster. These students are best served by keeping them at grade level, modifying and adapting their assignments, and offering additional help with English as frequently as possible.

HELP FOR THE CLASSROOM TEACHER

Working Effectively with LEP Students in the Regular Class

1. Assign a "buddy" to tutor the LEP student, to explain whatever has to be done--in sign language, English, or whatever works to get the message across.

2. Have the class make a list of the classroom instructions their LEP students will need to know in order to function as part of the class. Have the class act out the appropriate response, or have the "buddy" teach the instructions.

3. **LABEL EVERYTHING POSSIBLE** in the room in English and the LEP student's native language, if possible. This will help the LEP student feel at home in the classroom and will help the other students appreciate another language.

4. Have the LEP student's "buddy" take him/her around the room, introducing common classroom objects, pronouncing their names, and having the LEP student repeat the names.

5. Give the LEP student many opportunities to hear regular English used for communication purposes. When he/she appears comfortable, **give the LEP student many opportunities to speak English in purposeful interactions requiring communication.**

6. **Use props and gestures** whenever possible to add context to your language. This will not only help the LEP student understand you, it will help him/her to remember the words and their meaning.

7. **Include the LEP student in all classroom and school activities**. His/her "buddy" will help. The more the student feels a part of the class and school, the higher his/her motivation to learn English will be.

8. **Be positive**. You can do it and enjoy yourself!!!

SPANISH - ESPAÑOL

Common Expressions

HOLA Hello
BUENOS DÍAS Good Morning
¿CÓMO ESTÁS? How are you?
ME LLAMO My name is
¿CÓMO TE LLAMAS? What's your name?
¿DÓNDE ESTÁ? Where is?
¿COMPRENDES? Do you understand?
POR FAVOR Please
MUCHAS GRACIAS Many thanks
BIEN good, fine
¡MUY BIEN! Very good!
ADIÓS Goodbye
HASTA MAÑANA See you tomorrow
SÍ, COMPRENDO Yes, I understand
NO, NO COMPRENDO No, I don't understand

Classroom Expressions

EL MAESTRO, LA MAESTRA teacher
EL PAPEL paper
LA PLUMA pen
EL LÁPIZ pencil
LA SILLA chair
LA MESA table
EL BAÑO bathroom
LA VENTANA window
LAS TIJERAS scissors
LA PIZARRA chalkboard
LA TIZA chalk
EL TELÉFONO telephone
EL AGUA water
LA PUERTA door
EL AUTOBUS bus
LA BANDERA flag

Commands

ESCUCHA Listen
MIRA Look
DAME Give me
LEVÁNTATE Get up
VAMOS AFUERA Let's go outside
SIÉNTATE Sit down
CÁLLATE Be quiet
QUITA Stop, quit it

ES LA HORA DE (It's time)

COMER (to eat)
DORMIR (to sleep)
JUGAR (to play)
TRABAJAR (to work)
LEER (to read)
HABLAR (to speak)
ESCRIBIR (to write)
DIBUJAR (to draw)

Colors

ROJO red
VERDE green
AMARILLO yellow
ANARANJADO orange
NEGRO black
BLANCA white
CAFÉ brown
AZUL blue

Numbers

1 - UNO
2 - DOS
3 - TRES
4 - CUATRO
5 - CINCO
6 - SEIS
7 - SIETE
8 - OCHO
9 - NUEVE
10 - DIEZ
11 - ONCE
12 - DOCE
13 - TRECE
14 - CATORCE
15 - QUINCE

Days of the Week

LUNES - Monday
MARTES - Tuesday
MIÉRCOLES - Wednesday
JUEVES - Thursday
VIERNES - Friday
SÁBADO - Saturday
DOMINGO - Sunday

Months

ENERO - January
FEBRERO - February
MARZO - March
ABRIL - April
MAYO - May
JUNIO - June
JULIO - July
AGOSTO - August
SEPTIEMBRE - September
OCTUBRE - October
NOVIEMBRE - November
DICIEMBRE - December

SAMPLE IDEAS FOR TEACHING THE LEP STUDENT

The following activities are suggested for the regular classroom. Teachers are encouraged to choose whichever ones seem most appropriate for the Limited English Proficiency (LEP) students in their classroom.

1. In teaching vocabulary, use songs and games whenever possible and appropriate. ("The Alphabet Song", "Simon Says", "Chutes and Ladders")

2. Have the students start a picture dictionary or index card file using magazine, newspaper and catalog pictures as well as the students' own drawings. As the dictionary grows and the students become more skilled in reading and writing English they can:

   > label the pictures with words and then form descriptive sentences

   > alphabetize all labels or group them by subject

   > classify objects pictured by size, color, shape, etc.

   > create main categories and subdivisions within them (e.g., likes and dislikes, groups, common in U.S., common in native country, cooked, raw, served at what meal, source, etc.)

   Use this picture resource as a base for vocabulary and sentence building exercises.

3. Have the students name anything and everything--when able, write labels.

4. Pantomime is a universal language. Set aside regular time when the whole class communicates on an even footing non-verbally.

5. Listening practice is important. Read aloud to students prose, poetry and rhymes. Use colorfully illustrated books, records and tapes (Dr. Seuss, folk tales, myths, fables).

6. Have students trace an outline of a friend on a large sheet of paper. Orally or in writing, name the various body parts. Clothing can be colored in and labeled.

7. Use a calendar to teach days of the week, months, numbers, seasons and holidays. The calendar can be used to introduce the past, future tense and place (e.g. "Monday is after Tuesday." "The five is above the twelve.") Ask questions in sentences.

8. Label objects in the classroom in both English and students' native language.

SAMPLE IDEAS (continued)

9. Provide students with opportunities to teach the class portions of their native language. They could start with numbers, alphabet and body parts and graduate to sentences and songs.

10. Introduce students to school staff and tour the building. Follow up tour by having students name staff people and identify the job they do. Use photos of the staff for identification exercises.

11. Ask the students to draw a family picture or bring a photo to class. Use it to teach names of family relationships (father, son, sister, brother), pronouns and as a basis for discussing life roles.

12. Teach the students the alphabet and beginning sounds. A suggestion is to have the students make a booklet and put a letter on each page. The students should then record words as they learn them on the correct page and perhaps draw a picture. The students can be instructed to record all vocabulary cards in the booklet as they learn them.

13. Use peer tutors to work with students. A student who can handle being excused from routine assignments or an older student will benefit from "teaching" the LEP student.

HELP!!!

HOW CAN WE COMMUNICATE?

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THE NATURAL APPROACH IN THE CLASSROOM

The Natural Approach is designed to develop basic communication skills. The developmental stages are: (1) Comprehension (preproduction), (2) Early Production, and (3) Speech Emergence. This approach to teaching language has been proven to be particularly effective with limited English proficient students.

STAGES OF LANGUAGE ACQUISITION

STAGE 1: Comprehension

In order to maximize opportunities for comprehension experiences, Natural Approach instructors (1) create activities designed to teach students to recognize the meaning of words used in meaningful contexts, and (2) teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

> ALWAYS USE VISUAL AIDS (pictures, objects, gestures).

> MODIFY YOUR SPEECH to aid comprehension: speak more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, do not talk out of context.

> KEEP TALKING TO YOUR STUDENT. It is normal for him/her to experience a "silent period" that can last days, weeks, or even months. If a child is reluctant to speak in English, DO NOT FORCE PRODUCTION.

> FOCUS ATTENTION ON KEY VOCABULARY

Teacher Activities in the Comprehension Stage

> Total physical response (TPR). The teacher gives commands to which the students react with their bodies as well as their brains.

> Asking simple questions based on classroom items or items brought to class. (Who has the _____? Who is wearing a _____?)

> Asking simple questions about pictures.

Student Responses in the Comprehension Stage

a. An action (TPR) - see "Getting Started", this section

b. The name of a fellow student

THE NATURAL APPROACH (continued)

c. Gestures

d. Students say yes/no in English

e. Students point to an item or picture

f. **Children do not initially make many attempts to communicate using words; rather they indicate their comprehension nonverbally.**

STAGE 2: Early Speech

Student responses in early speech stage

In non-threatening environments, students move voluntarily into Stage 2. Stage 2 begins when students begin using English words to give:

> Yes/no answers

> One word answers

> Lists of words

> Two word strings and short phrases

Instructor Question Techniques to encourage the transition from Stage 1 to Stage 2:

> **Yes/no questions** (Is Jimmy wearing a sweater today?)

> **Choice questions** (Is this a pencil or an eraser?)

> **Questions which can be answered with a single word.** (What does the woman have in her hand? Book. Where, when, who?)

> **General questions which encourage lists of words.** (What do we see on the table now?)

> **Open sentence with pause for student response** (Mike is wearing a blue shirt, but Ron is wearing a _____ shirt.)

THE NATURAL APPROACH (continued)

During the early speech stage, the instructor should continue to ask simple questions which will encourage the transition to Stage 3. Therefore, all student responses should be expanded if possible. Here is a sample exchange between the teacher and the class:

Instructor: What do we see in this picture?

Class: Woman.

Instructor: Yes, there is a woman in this picture. Is there a man?

Class: Yes.

Instructor: Yes, there is. There is a woman and a man. Where is the man?

Class: Car.

Instructor: Yes, that's right. The man is in a car. Is he driving the car?

Class: Yes.

Instructor: Yes, he is. He's driving the car.

STAGE 3: Speech Emergence

In the speech emergence stage, speech production will normally improve in both quantity and quality. The sentences that the students produce become longer, more complex and they use a wider range of vocabulary. Finally, the number of errors will slowly decrease.

Students need to be given the opportunity to use oral and written language whenever possible. When they reach this stage, use many sorts of activities which will foster more comprehension and speech. Some suggestions are:

> Preference ranking

> Games of all sorts

> Problem solving using charts, tables, graphs, maps

> Advertisements and signs

THE NATURAL APPROACH (continued)

> Group discussion

> Skits (finger plays, flannel boards, puppets)

> Music, radio, television, film strips, slides

> Writing exercises (especially language experience approach)

> Reading

> Culture

GETTING STARTED

Listening and understanding might sometimes be referred to as passive skills, but the mental and physical performances are anything but passive when these activities get going:

WHOLE BODY INVOLVEMENT WITH TOTAL PHYSICAL RESPONSE ACTIVITIES

Total Physical Response activities (TPR) greatly multiply the amount of language input that can be handled by beginning students. TPR activities tie comprehension with performance in non-threatening, low-anxiety, whole-body responses. Speech is not required. Students build self-confidence along with a wide-ranging passive vocabulary base.

We recommend that you spend five to ten or more minutes on listening and responding activities at the beginning or end of every beginner's class.

Students become ready to talk sooner when they are under no pressure to do so. Much more material may be taught for "passive" recognition than when production is required.

TPR activities help the student adjust to the school. You can prepare students to understand the behavior required and the instructions they will hear in mainstream classrooms, in the halls, on fire drills, on trips, at assembly programs. Discipline with LEP students works when the language basis for appropriate behavior has been set up in a pleasant learning situation.

GRADES: Kindergarten to adult

ENGLISH LEVEL: New beginners (and up)

OBJECTIVES: To develop listening skills, vocabulary, learn command forms of verbs and English verb + object, English verb + prepositional phrases word order; to have fun and physical exercise.

PRESENTATION:

1. Gather materials needed for each drill.

2. Give the instruction to the entire class, modeling the performance expected.

WHOLE BODY INVOLVEMENT (continued)

3. Repeat, varying the order of instructions, and continue to model the performance.

4. Repeat the instructions a third time, without modeling, allowing students to copy other students. Praise the students generously.

5. Select small groups of students to go through the actions while the remainder of the class watches.

6. Call on individual volunteers to act out the instructions. The idea is to keep the anxiety level low with a "no failure" activity, yet still challenge the students with a swift pace and variety of modes, with humorous inclusions of impossible or silly tasks.

7. On the second day, review segments from previous lessons, combining them with new material, keeping a rapid pace.

8. Add whatever is appropriate to extend vocabulary in areas needed in your classroom and school.

9. Reading lessons may be based on the drills. Make enough copies for your class. Read each command and signal for the class to repeat after you. Call on volunteers to read individual sentences. Allow more able students to give all the commands as others act them out.

10. Create your own TPR drills to introduce or reinforce any new topic--adjectives, comparisons, clauses, compound sentences. "Go to the tallest boy." "Bring me the book with the most pages."

TPR 1: STAND/SIT/RAISE/CLOSE/OPEN + EYES/MOUTH/HANDS/BOOK

MATERIALS NEEDED: Book of any kind for each student

Stand up.	(Model each action as you
Sit down.	give the command until most
Stand up.	students participate without
Sit down.	hesitation.)
Raise your hand.	
Put your hand down.	(Repeat and review commands
Stand up.	after you add new ones. Then
Raise your hand.	repeat the new ones,
Put your hand down.	recombining them before
Sit down.	adding more. Keep students
Raise two hands.	feeling successful.)
Put one hand down.	
Put the other hand down.	
Open your book.	
Close your book.	
Open your hands.	
Close your hands.	
Close your eyes.	
Open your eyes.	
Stand up.	
Raise your hand.	
Put your hand down.	
Raise your book.	
Put your book down.	
Open your book.	
Open your mouth.	
Close your mouth.	
Close your book.	
Sit down.	
Open your mouth.	
Close your mouth.	
Shhh. Be quiet.	(Put a finger to your lips;
That's very, very good.	hold students quiet for 30 sec)
Wonderful!	(Applaud their accomplishment.)

(From: ESL Teacher's Activities Kit, Elizabeth Claire, Prentice-Hall, 1988)

SAMPLE LESSON USING TOTAL PHYSICAL RESPONSE (TPR)

ENGLISH LANGUAGE UNIT: Classroom
OBJECTIVES: Children will recognize classroom objects and follow directions

ACTIVITY School Bag

This activity reviews and extends "Classroom Objects - TPR". It is continued as Classroom - 5.

Call the children up one by one and ask them to choose an object from a school bag. They name it if they can. If the object is new to the class, talk about and show its use and care briefly, and write its name or put a label in the pocket chart. Ask the child to take the object back to her/his seat. You can also play this in a circle on the floor.

You can now do TPR with these objects - "hold up, put down, touch, give ...". You can also ask the class questions such as "Who has the eraser? Do you / does _____ have the eraser?" Bring in other vocabulary, especially color words, as you talk about the crayons and chalk.

When you sense the activity has gone on long enough, call the objects back in. Rather than calling on a student to return an object, you can just say, "I'd like / please give the eraser." See if that child responds. If not, perhaps classmates will prompt him/her to give it back. Make this into a game, and move it quickly.

Teacher's Note: another rule of thumb - 15 minutes to TPR is probably enough. Please remember the rule suggested in Classroom 1: Introduce only 3 - 7 new words given at any time.

As follow up to this lesson, play either Mystery Bag or What's Missing?

ASSESSMENT The activity is its own assessment.

WEEK: _____ **ACTIVITY:** _____
LEVEL: _____
SKILLS:

Thinking:

Language:

School:

Literacy:

CORE VOCABULARY

Beginning:

take a pencil	color words
touch the eraser	
pick up the paper	
please give me the book	
put down the bag	
give the crayon to _____	
get a ruler	
the scissors	who ...?
the/a pen	do you? does s/he?
the chalk	yes / no

Materials needed: classroom objects listed above, labels for objects

Reading/Writing Support Activity Materials: objects and labels; drawing and writing materials

Follow-up Activity Materials: same objects; a bag to hold them, a towel or other covering; bingo, lotto, spinner games

Homework:

SAMPLE TPR LESSON (Continued)

READING/WRITING SUPPORT ACTIVITIES:

Match the objects to the labels or words that you put in front of the class during the above activity. Point to word and ask the child with that object to hold it up.

Write some of the words on the board with one or two letters missing. 1. _encil 2. school _ag 3. _ote_ook 4. _ra_on 5. _uler. Ask children to come up and fill in the missing letters, say the word and draw the object or point to it.

Have children draw and label the objects in their school bag.

FOLLOW-UP ACTIVITIES:

Mystery Bag: Children close their eyes and reach into a bag, removing an object which they must try to name, or describe, without seeing it. Classmates remain silent until child has made a guess and opens eyes or removes blindfold.

What's Missing?: You show the children 3 - 5 objects on a table in front of the class. They name them. Then cover the objects with something - a towel perhaps - and from under the cover remove one object, so children don't see what you've taken away. You remove the cover and they must name the missing object.

Card Games, such as bingo and lotto, review and extend this vocabulary nicely. A spinner game does also.

HOMEWORK:

TEACHER COMMENTS

DATE: March 17, 1991

Adapted from:

HELP!!!

HOW DO WE GET ALONG?

CHARLIE BROWN SAYS THAT BROTHERS AND SISTERS CAN LEARN TO GET ALONG...
HE SAYS THEY CAN GET ALONG THE SAME WAY MATURE ADULTS GET ALONG...
AND HE SAYS THAT ADULTS CAN GET ALONG THE SAME WAY THAT NATIONS GET ALONG...
AT THIS POINT THE ANALOGY BREAKS DOWN!

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BECOMING CULTURALLY AWARE

Having students in our classes who represent a different culture from our own presents a challenge and an opportunity for growth. Becoming culturally aware means broadening our perspective and learning about our students' lives and where they come from. It also means honoring their language and culture, and celebrating the diversity they represent within this nation of immigrants.

> If you wish to know more about your students and the culture they represent, ask them.

> Whenever possible, include information and prepare lessons about your migrant students' country and its culture.

> If they speak little English, learn some Spanish to welcome them and to make them feel comfortable. (Haitians speak Creole.)

> Take some time to visit the library and find out about the country your students come from, the foods they eat, the holidays they celebrate, the language they speak, etc.

Teaching migrant students can be a very enriching experience for you and for the rest of your class. The potential for broadening cross-cultural understanding is great. Respecting and learning about others and the cultures they represent helps us all to grow.

In this section, you will find some cultural information about Mexican-Americans and Haitians which you may find helpful.

THE MEXICAN-AMERICANS

The Mexican-American population is a sub-group of the Hispanic population. The Hispanic population consists of Cubans, Central Americans, Mexican-Americans, Mexicans, Puerto Ricans, Spaniards, and South Americans.

INTRODUCTION:

Mexican-Americans have not recently arrived in America and are not a homogeneous population. The Mexican-American people represent a wide range of acculturation and interaction in American society.

The Mexican-American population is in transition. Some of its members are already acculturated into the mainstream of America; a great many are still in the process of becoming acculturated and are aspiring to become part of middle class America. There are those who have not even begun the process of entering the mainstream of America. In addition, some Mexican-Americans living in America want to retain their language and cultural traditions. The degree of acculturation is directly related to:

1. the social situation they find themselves in in this country;
2. the present economic conditions;
3. individual preferences for retaining or acquiring cultural values;
4. individual preferences for retaining and/or developing one or both languages;
5. educational factors.

THE MEXICAN-AMERICANS

CULTURAL FACTORS

Family composition and organization - Within the Mexican culture, the family is the most valued institution, and it is the main focus of social identification. Nuclear families are commonly found among Mexican-Americans, but there still exist many extended families which extend to over three generations. Traditional females display subdued qualities, while males have been the authority figure in the family. Each person in the family has the potential for increasing community respect for the family by their personal behavior.

EDUCATION

Most Mexican-Americans appreciate and value the American educational system. Traditional Mexican-American students have been taught to respect older members of their community, teachers and employers. Many students experience our educational system with little or no difficulties. At the same time, there are Mexican-American students that have difficulties due to cultural differences and/or lack of English proficiency skills. Some students are unable to fully benefit from the educational system because of economic conditions that force them to be employed to maintain themselves. Also, the rate of mobility between the U.S. and Mexico affects the education of the students.

WORK ETHIC

In the Mexican-American culture there is a strong loyalty and solidarity in the family unit. This family loyalty often is transferred to the work setting. This loyalty translates into work behaviors such as willingness to do additional tasks without being asked, working additional hours, or providing moral support to their supervisor and/or co-workers; therefore, Mexican-Americans become valued employees. In the educational setting, Mexican-American students work particularly well in groups. Another common characteristic relative to the work ethic is that parents encourage their teenage children to find employment. Many parents view it as an opportunity to understand the world of work and the value of earning money. In some poor families, the children's earnings are necessary in order to feed and clothe the family members.

THE MEXICAN-AMERICANS

CULTURAL FACTORS (continued)

LANGUAGE

In the home of the Mexican-Americans the principal language is usually Spanish. On occasion, the family members communicate using an Indian dialect, although they generally speak Spanish as well. This is worth noting because many Mexican-American children come to school in the U.S. with at least an oral knowledge of one or even two languages. In the migrant community the parents, as a rule, know little or no English. They often rely on their children who have been to school here to translate for them and to help them make purchases. At home, the children speak varying amounts of Spanish and English. Generally speaking, the children who have lived in the U.S. the longest are the ones who use the most English, although their Spanish remains essential in order to converse with their parents and older relatives. The parents of the Mexican-American children are often illiterate in Spanish which means that the children do not usually have much exposure to the process of reading and writing except in the school setting.

(FROM: Michigan's Model for Delivering Vocational Education to Secondary Limited English Proficient and Minority Language Students, 1985)

THE HAITIANS

Many adult Haitians who are migrant laborers came to this country as "boat people" in the early 1980's. Often they were attempting to escape the political and economic hardships of their native country. It is likely that your Haitian students were born in this country, but that their parents may have "another family" (spouse and children) in Haiti. Siblings often have different surnames and may refer to brothers and sisters still living in Haiti.

SOCIAL VALUES IN HAITI

Haiti, predominantly a nation of blacks, is a stratified society. The family is the nucleus of Haitian society. The patriarchal system is very prevalent, even though many women raise children without the consistent presence of the father. By tradition, the father is the breadwinner and authority figure. The mother is the household manager and disciplinarian.

Parents do not consider themselves "buddies" or friends to their children. The parental role is authoritarian, but not always consistent. Parents rarely joke with their children and seldom talk to them except to give directions or to correct them. Children are not allowed direct eye contact with adults when they are being scolded. Therefore a Haitian student may not look directly at you when being disciplined.

From birth, males are granted more freedom and deference from adult members of the family. The male "macho" image is admired since men are perceived as playing the dominant role in society. Physical aggressiveness, especially among boys, is common, and may not be punished at home. Often, an extra measure of patience is required when disciplining Haitian children.

LANGUAGE

Although French is the official language of Haiti, it is primarily the language of the upper class. Most Haitians speak Creole, which is a mixture of French vocabulary with the addition of African, Spanish and Indian words. Until recently, all books in school were in French; few Haitians (only one in ten can read and write) have literacy skills in any language. Haitian children in America often speak better English than their parents and appear to be fluent, when in reality their English is quite limited and Creole is still spoken in the home.

(FROM: A Handbook for Teachers of Haitian Students in New Jersey, 1984, by the New Jersey Department of Education, Trenton, NJ 08625)

Cultural Considerations in the Classroom

1. MAKE FREQUENT USE OF CULTURAL INFORMATION IN THE CLASSROOM.

2. ANTICIPATE AREAS OF CULTURAL CONFLICT.

   - NAMING PRACTICES
   - AGE DETERMINATION
   - ROLE OF THE FAMILY
   - GENDER ROLES, INTERACTIONS OF BOYS AND GIRLS

3. FIND OUT ABOUT THE STUDENTS' SCHOOL BACKGROUND.

   - MANDATORY EDUCATION
   - SCHOOL MATERIALS
   - ELECTIVE COURSES
   - NOISE LEVEL
   - SPECIAL SCHOOL STAFF (I.E., NURSES, COUNSELORS)

4. CLARIFY THE STUDENT AND TEACHER ROLES.

   - AUTHORITY
   - OWNERSHIP OF CLASSROOM
   - STUDY STRATEGIES
   - TEST-TAKING SKILLS

5. RECOGNIZE VERBAL AND NON-VERBAL CULTURAL BEHAVIOR.

   - NATURE OF LANGUAGE
   - EYES
   - TOUCH
   - TIME

6. UNDERSTAND STUDENTS' INTERACTION PREFERENCES.

   - VERBAL
   - COOPERATIVE

7. ACCOMMODATE DIFFERENT COGNITIVE STYLES.

from: Effective Practices for Bilingual/ESL Teachers, 1985. Published by the New Jersey Department of Education.

AN INTRODUCTION TO PRE-READING

Good reading instruction for standard English speakers is good reading instruction for all students. A literature-based reading program is rooted in the whole language approach, which has children learn from whole language units, such as songs, poems, and simple stories. Reading occurs in context, as opposed to a basic skills approach in which children learn isolated skills such as letter sounds. The amount of transfer from skill packs and worksheets to the actual process of reading is questionable. Workbook pages and skill sheets generally bore students and have been shown to do little to improve their reading.

Children are amazingly good at learning language when they need it to express themselves and understand others, as long as they are surrounded by people who are using language meaningfully and purposefully.

BROWN BEAR,

BROWN BEAR,

WHAT DO YOU SEE?

BEST COPY AVAILABLE

RECOMMENDED DON'TS FOR TEACHING READING TO LEP STUDENTS

> **Don't teach individual words out of context** or use flashcards--not even for prepositions, adverbs or any other single words. The native speaker relates these to a meaningful situation, but the limited English speaker is often times not able to do so.

> **Don't dwell on a phonics approach** to reading. Let the ESL student practice whole sentences useful for everyday life. Phrases that can be used with other children will interest the ESL student because of the need for them. Start with sentences, then go to individual words for phonic contrasts.

> **Don't isolate sounds** from the words.

> **Don't worry about teaching the alphabet**; it will not help in teaching reading. The classroom teacher might require it for alphabetizing skills, but not for reading.

> **Don't ask a student to read aloud for purposes of testing comprehension**. The danger is that a student may become a word caller and will not concentrate on meaning. ESL students who are forced to read aloud worry about pronunciation and what other classmates' reactions will be to pronunciation. A student who is self-conscious about pronunciation will not think about the meaning.

> **Don't automatically place the student in a low ability group**. Good readers can provide better models, stimulation and help for the ESL migrant student.

> **Don't introduce the ESL migrant students to words they have not used orally**. The most effective teaching technique is: "Go from the known to the unknown."

> **Don't start with skill-based reading books**. However, predictable and pattern books are excellent for beginning readers of any language.

ON THE FOLLOWING PAGES YOU WILL FIND RESOURCES WHICH WE HAVE FOUND TO BE PARTICULARLY EFFECTIVE AND APPROPRIATE FOR BEGINNING AND PRE-READERS

PREDICTABLE BOOKS

1. Fairy Tales (These are fun to act out using simple props.)

   Little Red Riding Hood
   Little Red Hen
   Henny Penny
   Goldilocks and the Three Bears
   Three Billygoats Gruff
   Three Little Pigs

   Bilingual fables are available from National Textbook Company (1-800-323-4900).

   Some good ones are: Tina the Turtle and Carlos the Rabbit and Chiquita and Pepita - The City Mouse and the Country Mouse.

2. Children's literature

   Goodnight Moon - Margaret Wise Brown
   Brown Bear, Brown Bear - Bill Martin, Jr.
   The Very Hungry Caterpillar - Eric Carle
   A Fishy Color Story - Joanne and David Wylie
   Are You My Mother? - P.D. Eastman
   Green Eggs and Ham - Dr. Seuss
   The Foot Books - Theo Le Sieg
   The Blue Sea - Robert Kalan
   Caps for Sale - Esphyr Slobodkin

3. Big Books

   In a Dark, Dark Wood
   Mrs. Wishy-Washy
   One Cold Wet Night
   The Big Toe
   Brown Bear, Brown Bear

   Many big books are available through the Wright Group (1-800-523-2371).

For ideas on how to use children's literature in the classroom, see the article: "Children's Literature: Natural Way to Learn to Read" in the appendix.

USING BIG BOOKS

Here are some step-by-step suggestions from a reading expert on how BIG BOOKS can best be utilized:

DAY 1
LOOK AT THE BOOK AS A WHOLE. MAKE PREDICTIONS USING ILLUSTRATIONS SUCH AS: WHAT MIGHT HAPPEN HERE? WHO'S THIS?

DAY 2
READ THE BOOK STRAIGHT THROUGH.

DAY 3
READ THE BOOK AND DISCUSS IT USING PERSONAL CONTEXT. ENCOURAGE THE STUDENTS TO RELATE PERSONALLY TO THE CHARACTERS AND STORY LINE.

DAY 4
READ THE STORY AGAIN AND ASK THE CHILDREN TO JOIN IN WHEN THEY FEEL COMFORTABLE DOING SO.

DAY 5
UTILIZE CLOZE PROCEDURE WITH THE BOOK. COVER UP CERTAIN PORTIONS OR WORDS AND HAVE THE STUDENTS FILL IN WHAT IS MISSING.

DAY 6
HAVE YOUR STUDENTS READ THE STORY ALOUD AND ALLOW FOR APPROXIMATIONS. HAVE THEM READ TO YOU, TO EACH OTHER, AND PROVIDE THEM WITH SMALL VERSIONS OF THE BIG BOOKS TO TAKE HOME AND READ TO THEIR PARENTS.

You may follow these steps at your own pace, but make sure you feel that the students are comfortable with each phase before you forge ahead.

> An effective follow-up activity is to use the Language Experience Approach and have the children write and illustrate their own books based on the BIG BOOK you have read in class.

SONGS

1. Hokey-Pokey.....great for teaching body parts
   The Mulberry Bush
   Ten Little Indians
   Old MacDonald Had a Farm
   She'll be Comin' 'Round the Mountain
   Skip to My Lou
   A-Hunting We Will Go
   Three Blind Mice
   I'm a Little Teapot
   Itsy Bitsy Spider

2. Also, make up your own simple, repetitive songs for all transitional activities. Keep them simple, use each day.

3. Hap Palmer records are highly recommended and make learning fun. One example is Learning Basic Skills through Music.

4. Jazz Chants for Children - Carolyn Graham
   Student books and cassettes are available through Oxford University Press (1-800-451-7556)

   Jazz chants incorporate the rhythms of American English and repetition of words and sounds to make for an entertaining and effective learning tool.

POEMS

1. 1, 2 buckle my shoe
   3, 4 shut the door
   5, 6 pick up sticks
   7, 8 lay them straight
   9, 10 a big fat hen.....have the students compose their own class poem on the board or on chart paper.

2. Nursery rhymes: these are fun to act out using simple props.

   Jack and Jill
   Jack Be Nimble
   Mary Had a Little Lamb
   Little Jack Horner
   Little Miss Muffet

> Poetry which accompanies any classroom activity is fun and promotes language acquisition. Two classic poetry books are: Where The Sidewalk Ends and A Light in The Attic by Shel Silverstein.

Who is Sylvia?

Who has a name that starts with **S**?

I do.

She does.

What's her name?

Sylvia.

Who has a name that ends with **A**?

I do.

She does.

Who has a name with a **V** in the middle?

I do.

She does.

What's her name?

Sylvia.

Who has a name with an **L** in the middle?

I do.

She does.

What's her name?

Sylvia.

Who is Sylvia?

I am.

She is.

What's her name?

SYLVIA!

from: JAZZ CHANTS FOR CHILDREN by Carolyn Graham

Shoes and Socks

What do you wear on your head?
A hat.
What do you wear on your hands?
Gloves.
What do you wear on your feet?
Socks.
Shoes and socks.
Shoes and socks.
What do you wear when it's cold?
Socks.
Shoes and socks.
Shoes and socks.
What do you wear when it's warm?
Socks.
Shoes and socks.
Shoes and socks.
Where do you wear your hat?
On my head.
Where do you wear your gloves?
On my hands.
What do you wear on your feet?
Socks.
Shoes and socks.
Shoes and socks.

from: JAZZ CHANTS FOR CHILDREN by Carolyn Graham

FINGER PLAYS

FIVE LITTLE MONKEYS

Five little monkeys, sitting in a tree.....(hold up hand with fingers spread apart)
Teasing Mr. Alligator: "Can't catch me!".....(wag pointing finger back and forth)
Along came Mr. Alligator, hungry as can be.....(rub tummy)

(Put hands together like an alligator mouth and snap shut quickly.)

Four little monkeys, sitting in a tree.....etc.
Three little monkeys, sitting in a tree.....etc.
Two little monkeys, sitting in a tree.....etc.
One little monkey, sitting in a tree.....etc.
.....(clap hands)
"Ooops, you missed!"

OPEN, SHUT THEM

Open, Shut them
Open, Shut them
Put them in your lap
Open, Shut them
Open, Shut them
Give a little clap
Creep them, creep them
Right up to your chin.
Open up your little mouth,
But do not let them in!

THIS LITTLE PIG

This little pig went to market.
This little pig stayed home.
This little pig had roast beef.
This little pig had none.
This little pig cried,
"Wee, wee, wee!"
All the way home.

LANGUAGE EXPERIENCE APPROACH

1. The "experience" which will be written about may be a drawing, something the student brought from home, a group experience planned by the teacher (field trip, science experiment, film strip, party, etc.) or simply a topic to discuss.

2. The student is asked to tell about his/her experience.

3. The student then dictates his or her story or experience to the teacher, aide, volunteer, or to another student. The writer copies down the story exactly as it is dictated. (Do not correct the student's grammar while the story is being written down.)

4. The teacher reads the story back, pointing to the words, with the student reading along. With young children at very beginning levels, it may be necessary to read back each sentence as it is dictated.

5. The student reads the story silently and/or aloud to other students or to the teacher.

6. The experience stories are saved and can be used for instruction in all types of reading skills.

7. When students are ready, they can begin to write their own experience stories. A good way to introduce this is to discuss the experience, write a group experience story, and then have students write their own stories.

8. Students can re-write their own previous stories as their language development progresses, and then illustrate them to make books for other students to read.

(FROM: New England Multifunctional Resource Center for Language and Culture in Education and prepared by Suzanne Iruio.)

KEY WORDS

1. Prepare cards of heavy tag board to write the words on (approximately 3" x 8" with a hole punched in one corner if they are to be kept on rings).

2. Each day, engage each student in conversation and get him/her to tell you a word that's VERY important to him/her that day.

3. Write the word on the card while the student is watching, sounding it out as you write and then repeating the word.

4. Give the card to the student and have him/her read the word.

5. The students keep their words in boxes, coffee cans, or on strings. They read all their words to you or to another student each day. Any words that they can't remember are discarded, explaining that the word must not have been important enough to remember.

6. Students can draw pictures of their words. Try to find them in books, classify them according to meaning or sound. Alphabetize them, write them in sand, spell them on flannel or magnetic boards, etc.

7. As students learn to read their friends' words, they make copies of them and add them to their pack.

8. When they have 8-10 words, they can begin writing stories using them.

(FROM: New England Multifunctional Resource Center for Language and Culture in Education and prepared by Suzanne Iruio.)

SHARED READING

1. Choose a text--a story, song, poem, or other reading.

2. Enlarge the text so all students can see it at once. This can be done by using commercial big books, making your own big books, copying the text on chart paper, or using an opaque projector or overhead projector.

3. Read the text to the students, pointing to each word as you read it.

4. Encourage prediction by covering words that are easy to predict (because of context, pictures, rhyme, etc.) and having students guess them.

5. Use masking devices to uncover parts of words, teaching students how to use phonics to confirm predictions.

6. Masking devices can also be used to show prefixes, suffixes and roots, or to fix attention on any word for whatever reason.

7. After students have heard the text several times, they join in while you are reading. Continue to point at each word as it is read.

8. Have individual students read and point.

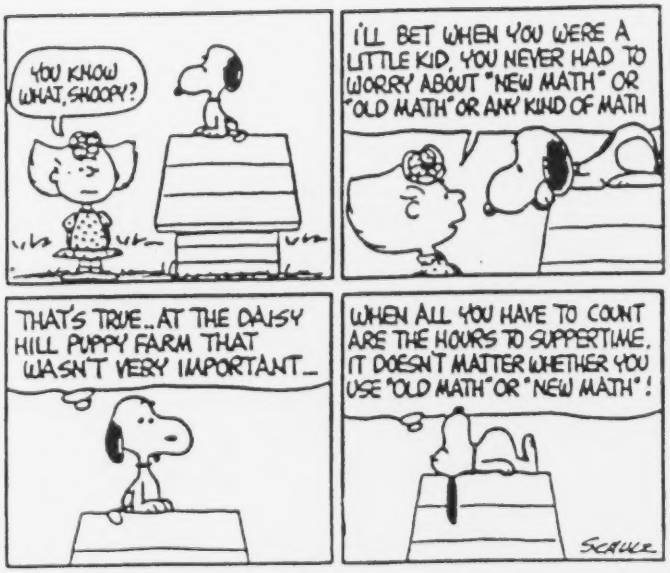
9. Have small copies of the text available for students to take home and read to their parents.

10. Shared reading texts that are predictable can be used for patterned writing, in which students write their own variations on the patterns in the text.

(FROM: New England Multifunctional Resource Center for Language and Culture in Education and prepared by Suzanne Iruio.)

HELP!!!

HOW CAN WE COMMUNICATE WITH NUMBERS?

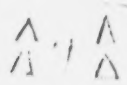

YOU KNOW WHAT, SNOOPY?
I'LL BET WHEN YOU WERE A LITTLE KID, YOU NEVER HAD TO WORRY ABOUT "NEW MATH" OR "OLD MATH" OR ANY KIND OF MATH
THAT'S TRUE.. AT THE DAISY HILL PUPPY FARM THAT WASN'T VERY IMPORTANT..
WHEN ALL YOU HAVE TO COUNT ARE THE HOURS TO SUPPERTIME, IT DOESN'T MATTER WHETHER YOU USE "OLD MATH" OR "NEW MATH"!
SCHULZ

INTRODUCTION TO MATH/LANGUAGE DEVELOPMENT

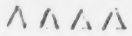
Activity-centered learning allows children to develop concepts from the actual manipulation of the environment. (Simple activity kits can be made using the instructions on the following pages.) In this way, the child can gradually move from hands-on activities to increased levels of abstraction and symbolism. Moving too quickly to an abstract, symbolic level can actually interfere with the development of concepts.

The activities in this notebook can help children make the connection between the concept and symbolic level.

CONNECTING
(objects and numerals)



CONCEPT
(actual objects)



SYMBOLIC
(numerals only)

These materials can be used to develop the following skills:

- **Counting**
- **1:1 correspondence**
- **Conservation of number**
- **Relationships within and between numbers**
- **The process of addition**
- **The process of subtraction**
- **Interpreting symbols**
- **Writing and solving addition and subtraction equations**

CONCEPT LEVEL

This is an intuitive level at which the child explores, in whatever way is natural to him/her, quantitative relationships. NO WRITTEN SYMBOLS are used at this stage.

Determine the highest numbers to which the child can count comfortably. Start at that number for that child. For example, if a child can count 5 objects consistently, but sometimes makes mistakes at counting 6 objects, start the child at counting 5 objects the first day, and then move on to counting 6 objects the next day. When the child is consistent at 6 objects, move on to 7, etc.

When exploring the concept of addition or subtraction, the child simply VERBALIZES, "Three meatballs and 2 spaghettis are on my plate." The child is NOT asked, "How many in all?" at this stage.

THE CHILD SHOULD BE ALLOWED TO STAY AT THIS LEVEL

FOR AS LONG AS HE/SHE IS INTERESTED

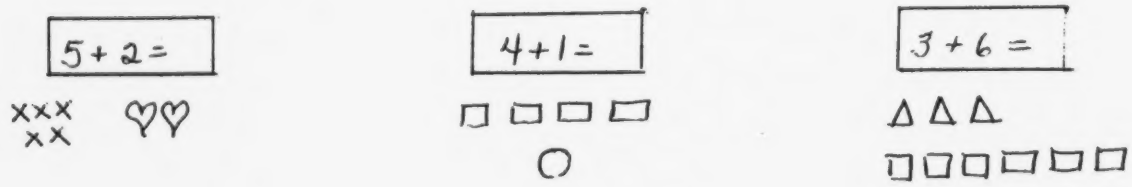
CONNECTING LEVEL

The connecting level is the bridge between the number concepts the child has developed, and the symbols which represent those concepts. The child does no writing at this stage, but begins to use cards with symbols on them to represent small groups of objects. If working with a partner, the children can take turns verbalizing what they are doing.

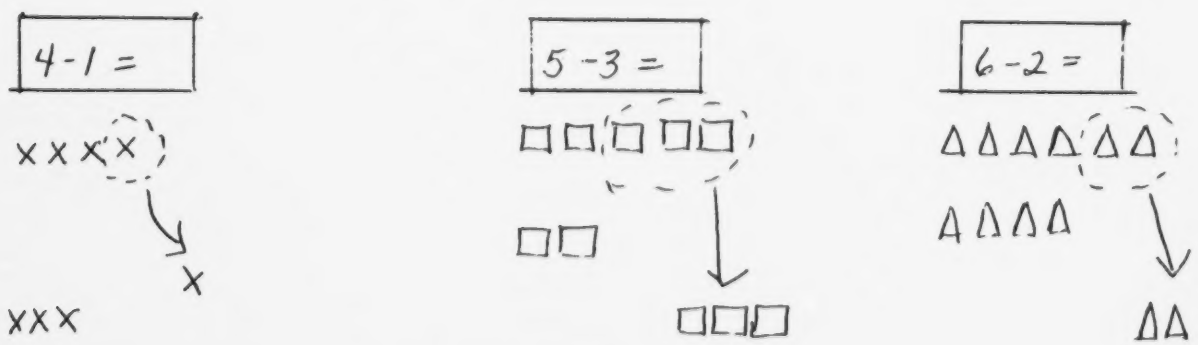
EXAMPLES:

1. Given numeral cards: 4, 8, 3, 6, etc., the child will count out that number of objects.

2. When exploring addition, the child uses equation cards to put out a number of objects, and then to "add to it".



3. When exploring subtraction, the child counts out the number of objects on the equation card and then physically removes part of them.



SYMBOLIC LEVEL

At this level the children begin to use mathematical symbols to represent their own experiences.

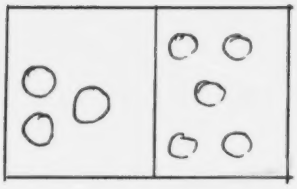
EXAMPLES:

1. The children write the numeral on a card that represents the number of objects they have counted out.

2. For addition or subtraction, the children record an equation that represents the process and solution of a math problem that they have created using objects.

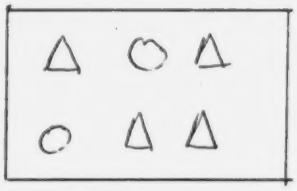
INTRODUCTION TO GAMEBOARD ACTIVITIES

Children need many, many opportunities to count concrete objects before they are ready to work solely with mathematical symbols. The more "inviting" the counting activities are, the more likely the children are to use them. The more activities that are related to real-life situations, the more likely the counting activities will reinforce language acquisition. An example of one kind of gameboard and counter activity is shown at the end of this section, but you can use your imagination to create a wide variety of gameboard "themes". When creating your own gameboard "theme", think of everyday situations which can have two parts. Then, create a gameboard with two parts and one kind of counter or a gameboard with one part and two kinds of counters.



2-part gameboard

1 kind of counter



1-part gameboard

2 kinds of counters

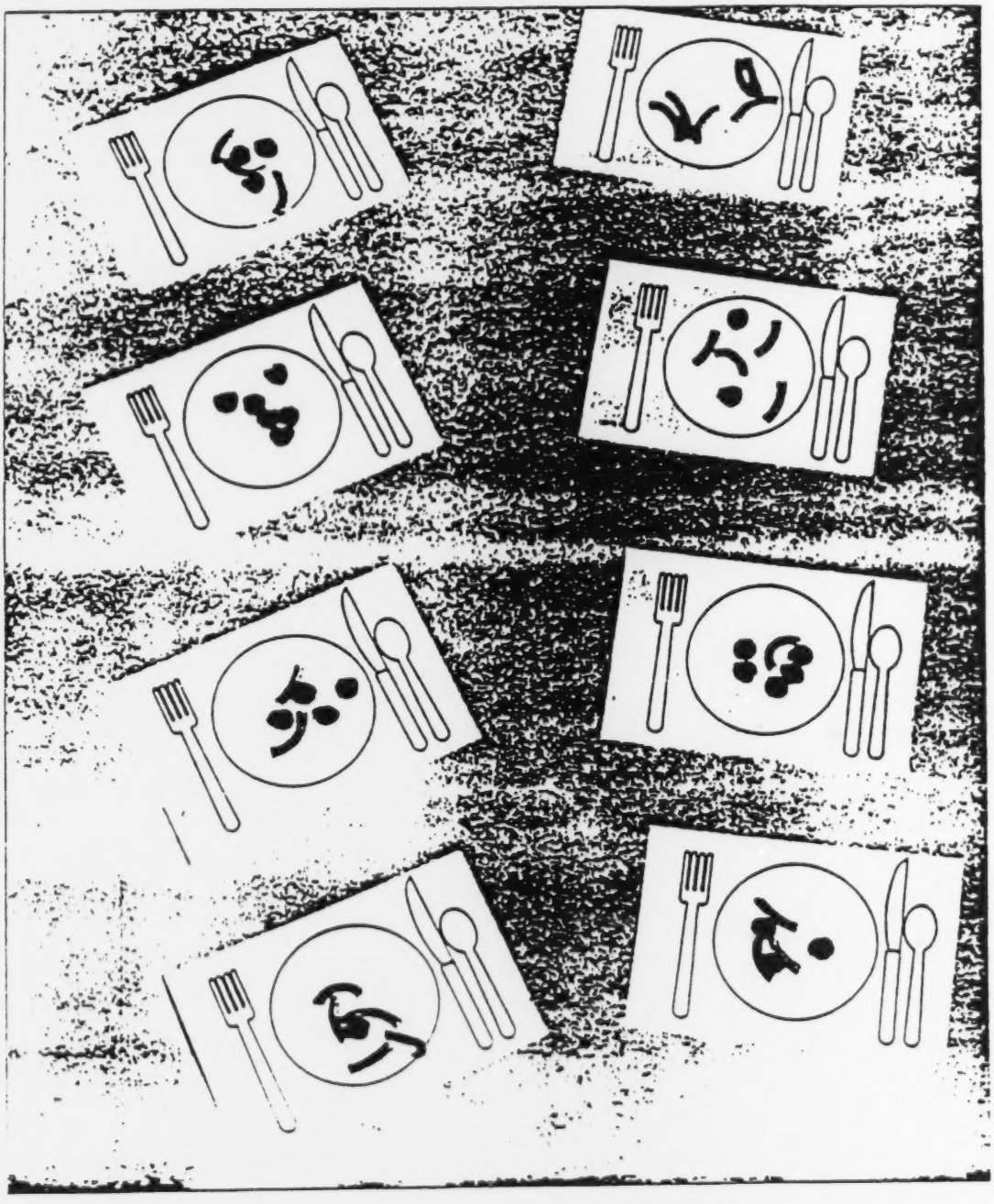
If possible, you should have as many different gameboard "themes" as you do children in your class, or, if you are working with only a small group of children you should have about 10 different gameboard "themes".

Each activity has 8 gameboards of the same "theme" and 80-100 counters. One child uses all 8 of the gameboards to repeatedly count out, (or add or subtract) the same amount of counters. The child should be allowed to switch to another gameboard "theme" whenever he chooses, as long as that activity is not being used by another child. The actual materials being used are not important; the child is working on the same concept, regardless of the materials.

SPAGHETTI

Activity

The child sets out various quantities or creates problems by placing spaghetti and meatballs together on the paper plates.



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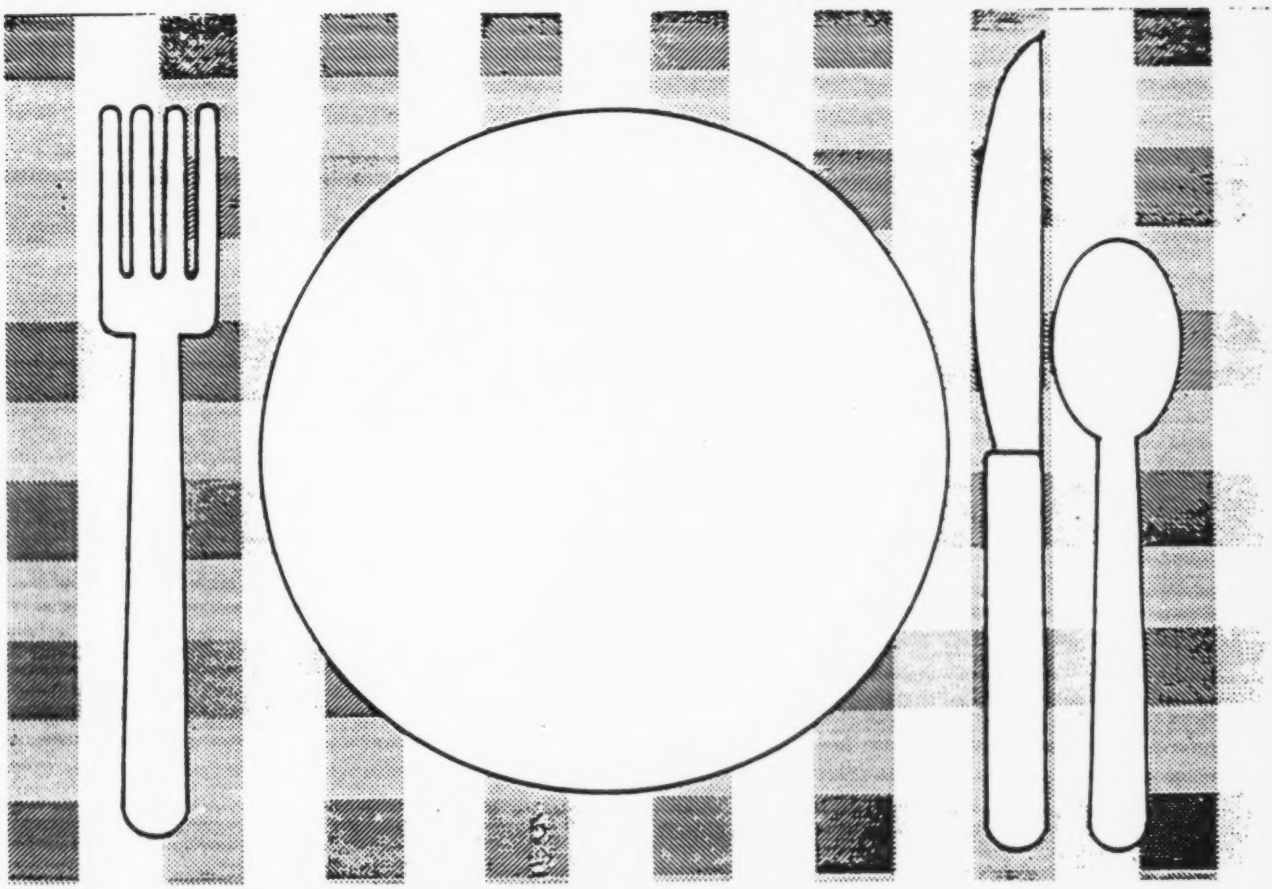


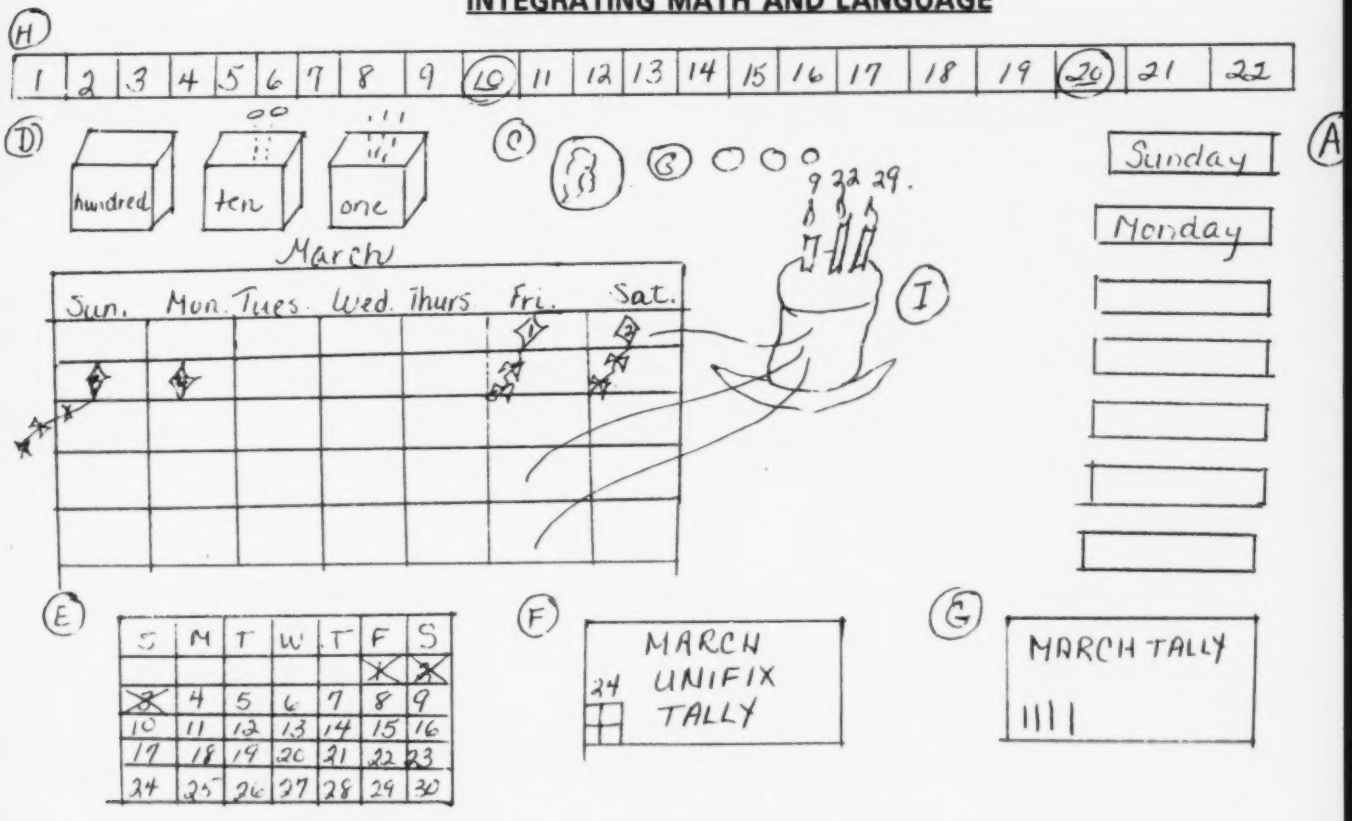
1. Make enough copies of the place setting in order to have 8.
2. Lightly color the place setting with crayons.
3. Paste the place setting on 5 1/2" x 8 1/2" tagboard and laminate.
4. Buy enough 1/2" brown ball trim to have 30-50 meatballs.
5. Use enough macaroni to have 80-100 pieces (including the "meatballs").
6. The gameboards and counters can be stored in large (1 gallon size) zip-lock bags or in individual boxes (hosiery boxes from a department store work well, too).

~ ~

Other "theme" possibilities:

1. Fish counters on aquarium counting boards
2. Flowers on vases gameboard
3. Felt leaves on tree game boards
4. Candy (red, spray-painted garbanzo beans) on heart gameboards

INTEGRATING MATH AND LANGUAGE



A Days of the week - days that "have been" are visible. Days "to come" are turned over. Volunteers can spell the day.

B Calendar - dates are added one day at a time. Shapes and/or colors can make patterns.

C Money - add a penny for each day from beginning of the school year. When you get 5 pennies, exchange for nickel, etc. Name each coin, give the value of each coin, count total value.

D Straw count - add a straw for each day from beginning of the school year. As soon as you get 10, bundle together with a rubber band and move to the "ten's box". Also flip the place value cards. (This number will be the same as the coin count.)

E Store bought calendar - name the day, month, date, and year and point to each one. "X" out the previous day.

F Unifix tally - made from a ditto box lid. Add a unifix cube for each day of the month. Start over at the beginning of each month. Good visual for teaching odd/even numbers. Even numbers have a partner; odds don't.

G Monthly tally - add a tally mark for each day of the month. Start over at the beginning of each month. Circle each 10 tallies in red. (Tally marks were probably modeled after the human hand.)

H Days of school count - made from adding machine tape with yarn through it to fasten it to the wall. Write numbers in black for each day of school. Underline every 5th number. Circle every 10th number in red.

I Birthday cake - done each month. Put child's name on the candle and the date on the flame.

Literature Resources

"Band-Aids" from Where the Sidewalk Ends
Shel Silverstein - Harper and Row

The Doorbell Rang - Pat Hutchins - Greenwillow Books

Alexander, Who Used to be Rich Last Sunday
Judith Viorst - Atheneum

Ten Apples Up On Top - Theo. LeSieg - Random House

10 in a Family - Charlotte Steiner - Random House of Canada

Wacky Wednesday - Theo. LeSieg - Random House

Caps for Sale - Esphyr Slobodkina - Addison-Wesley Publishing Co.

Two Lonely Ducks - Roger Duvoisin - Alfred Knopf

Seven Eggs - Meredith Hooper - Harper and Row

10 Little Animals - Carl Memling - Golden Press

Odds and Evens - Thomas O'Brien - Thomas Crowell Co.

A Small Sheep in a Pear Tree - Adrianne Lobel - Harper and Row

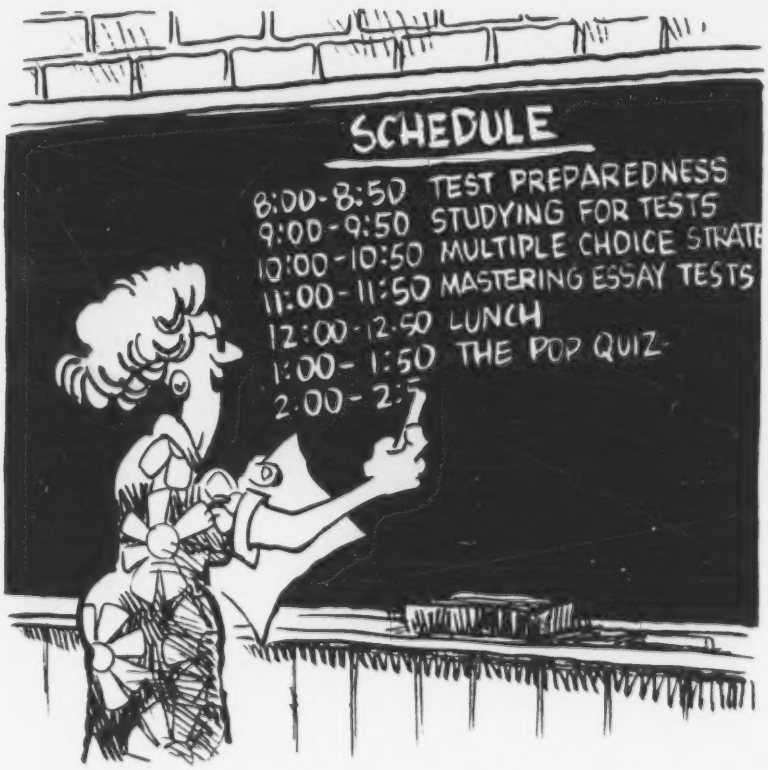
Count Your Way Through Japan - Jim Haskins - Carolrhoda Books, Inc.

MATH PREDICTABLE STORYBOOKS - 6 storybooks with a teacher's guide - DLM Teaching Resources

HELP!!!

HOW CAN WE BE FAIR

AND DEMANDING?



ASSESSING LANGUAGE MINORITY MIGRANT STUDENTS

Assessment is a key piece of any educational program. This holds true for migrant education programs as well. You will face some unique and challenging questions as you plan assessment for your migrant students.

Your challenge will be to determine, as well as possible, the language proficiency of your migrant students in order to provide a quality education for all, including those language minority students who are limited in their ability to listen, speak, read, and write in English.

This section is not intended to be a comprehensive guide to assessing language minority students. We hope it will help you organize your own thoughts and questions regarding this complicated task and provide some suggestions for getting started.

PLACING A STUDENT IN A CLASS OR AT AN INSTRUCTIONAL LEVEL

What should you consider when placing a student?

Success and motivation are keys to effective instruction. So, remember that "limited English proficient" does not mean "limited thinking proficient". A ten year old student may speak very little English, but she may also have the experience, interests, and maturity of a fourth grader. When placing students you will want to consider all the information available to you, including:

Student Factors
- the extent and continuity of previous education
- interests and maturity
- language proficiency in English and the student's home language
- degree of home support for second language learning
- test scores

Teacher Factors
- empathy for the limited English proficient migrant student
- knowledge of the language acquisition process
- cross-cultural skills
- flexibility in teaching, modifying lessons and assessment procedures
- proficiency in the student's home language and willingness to work with students
- willingness to work with migrant parents who may speak little or no English

Scheduling Options

Physical education, art, and music teachers usually use language in highly contextualized ways. That is, they model, act out, gesture, show diagrams and pictures, or ask other students to show what is expected from the class. For this reason, these classes are excellent classes in which the limited English student can learn English with his/her age peers in a low stress environment. Consider placing your limited English proficient students with their age mates in these classes even if you place them at a lower level for reading or social studies.

How can you determine appropriate placement for limited English proficient students?

This is a complex and very important question because placement affects a student's self esteem, motivation, and general sense of belonging in your school. No test will answer this question for you. You will need a wide variety of information (see above) to make an informed decision. Your best bet is to convene a team of informed professionals to make the decision together. Above all, allow yourself the flexibility to change things as a student grows or when a particular placement does not work out.

Retention in grade should be considered only as a last resort (see paragraphs 4, 5). It is not true that a child placed in a lower grade will learn English more quickly. LEP students are best served by keeping them at grade level, modifying and adapting their assignments, and offering intensive help with English as frequently as possible.

HOW DO YOU IDENTIFY A LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

Home Language

You should first determine what language is spoken in the student's home. (See: "Student Language Survey" on p. 6, 7.) If a language other than English is used in the home, this provides you with a preliminary indication that s/he may need extra help with English.

Testing Oral Language Proficiency in English

An oral language proficiency test such as the IDEA Oral Language Proficiency Test listed below helps you to determine if your student is non-English speaking (NES), limited English speaking (LES), or fluent English speaking (FES).

Then What?

The non-English speaking students require a great deal of intensive help to begin naming their world in English.

The limited English speaking and the fluent English speaking students should be tested in reading and writing (in both languages if possible) in order to obtain a more complete picture of their language ability.

Usually, the younger the student, the sooner s/he will "catch up" and "catch on".

Assessing Progress in Learning English as a Second Language

Learning language is a complex task which involves listening, speaking, reading, and writing.

Following are some assessment tools you may find helpful. But, remember that language is complex and no one test will give a complete picture of your students' language proficiency.

HOW DO YOU IDENTIFY A LEP STUDENT?

Oral Language

Basic Inventory of Natural Language (BINL)
from: Checkpoint Systems
1558 N. Waterman, Suite C
San Bernardino, CA 92404

Literacy

Boston Cloze Reading Test
from: Assessment of Language Minority Students: A Handbook for Educators by Hamayan, Kwiat, and Perlman; published by the Illinois Resource Center, 1985

Idea Oral Language Proficiency Test (IPT)
from: Ballard and Tighe, Inc.
580 Atlas Street
Brea, CA 92621

Language Assessment Battery (LAB)
from: Riverside Publishing
8420 W. Bryn Mawr Ave.
Chicago, IL 60631

Language Assessment Scales (LAS)
from: CTB/McGraw-Hill
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940

Writing Sample
from: Assessment of Language Minority Students: A Handbook for Educators
(reference above)

Language Assessment Battery (LAB)
from: Riverside Publishing
(reference above)

Language Assessment Scales (LAS)
from: CTB/McGraw-Hill
(reference above)

GRADE RETENTION/A COMMON YET MISGUIDED OPTION

Description of the Problem

Statistics show that very few migrant students graduate at age 20, and almost none have graduated at older than 20 (Bigler and Ludovina, 1982). Therefore, any child who is placed two or more years below his/her grade level is virtually doomed to drop out of school. Even one year, with the added possibility of losing another year because of migrancy or credit loss in the upper grades dooms a child to dropping out.

Why Are Migrants Older Than Their Peers?

> They look young (are small).
> The family members do not speak English and do not protest the placement.
> The school personnel think that they will learn English faster in lower grades.
> The students have never or rarely attended school.
> The students or parents inform the school of the last grade attended (which may not be equivalent, or may reflect a year of traveling, or sporadic schooling).
> The schools group migrant children with other migrant or LEP students.

The Story of Maria Gutierrez

Surely you have or will face the dilemma of where to place and whether to promote your migrant students. See if you recognize Maria:

Maria Gutierrez is being retained in kindergarten this year. Last year Maria was very shy and did not talk much throughout the year. Maria had never used scissors (her mother did not allow it) and she did not know all of her alphabet when she entered kindergarten for the first time. At home Maria is a very normal child and in fact she often helps care for her 3 year old brother. With other children, Maria appears to be as alert and active as her playmates and she often emerges as leader. School tests show her to be of average intelligence, despite the possibility that the testing may be skewed by the fact that Maria is bilingual.

When the teacher informed Maria's parents that she was to be retained, she did not say it was due to English language development or inability to perform the required kindergarten tasks (often uncited reasons for retention); she merely said that Maria was immature, and small for her age and that she felt she would benefit from another year in kindergarten.

What Maria's teacher did not say and probably does not know is that:

1) MARIA'S CHANCES OF DROPPING OUT OF SCHOOL HAVE JUST BEEN INCREASED BY 50% BECAUSE SHE IS BEING RETAINED.

2) THERE IS NO RESEARCH DATA TO INDICATE THAT RETAINING MARIA WILL IN ANY WAY IMPROVE HER EDUCATIONAL PERFORMANCE.

3) THE PSYCHOLOGICAL AND EMOTIONAL IMPACT OF RETENTION IS DEFINITELY TRAUMATIC FOR MARIA, AND ESTIMATES ARE THAT NEXT TO PARENT DIVORCE THIS IS CONSIDERED THE MOST TRAUMATIC OF COMMON EVENTS THAT COULD HAPPEN TO MARIA.

STUDENT LANGUAGE SURVEY

Student's Name _____ Date _____

School _____ Grade _____

Teacher _____

Circle the best answer to each question.

1. Was the first language you learned English? Yes No

2. Can you speak a language other than English? Yes No

   If yes, what language? _____

3. Which language do you use most often when you speak to your friends? Other English (specify:_____)

4. Which language do you use most often when you speak to your parents? Other English (specify:_____)

5. Does anyone in your home speak a language other than English? Yes No

---

from: The Identification and Assessment of Language Minority Students: A Handbook for Educators 1985. Hamayan et al. Illinois Resource Center. Arlington Heights, Illinois

ENCUESTA DEL IDIOMA DEL ESTUDIANTE

Nombre del estudiante_____ Fecha _____

Escuela _____ Grado _____

Maestro(a) _____

Ponga en un círculo la mejor respuesta a cada pregunta>

1. ¿Fue español el primer idioma que aprendió? Sí No

2. ¿Puede hablar un idioma aparte del inglés? Sí No

   Si respondió que sí, qué idioma?_____

3. ¿Qué idioma usa con más frecuencia cuando habla con sus amigos? Otro inglés (¿cuál?_____)

4. ¿Qué idioma usa más cuando habla con sus padres? Otro inglés (¿cuál?_____)

5. ¿Habla alguien en su casa un idioma que no sea el inglés? Sí No

   ¿Qué otra lengua? _____

---

de: The Identification and Assessment of Language Minority Students: A Handbook for Educators Hamayan et al. Illinois Resource Center. Arlington Heights, Illinois.

EVALUATING LEP STUDENTS

Limited English proficient does NOT mean limited thinking proficient. It is often unrealistic and unfair to evaluate LEP students on a par with their classmates. Too often, their limited grasp of English dooms them to the remedial step-by-step worksheet approach which has been shown to be detrimental to their overall progress in English.

The challenge in grading LEP students is to include them in as many whole language activities as possible, and then modify the criteria when it comes to testing them. Offer the students a variety of ways to demonstrate what they have learned. Emphasize what the students can do, not what they cannot do. Referring to the language acquisition section in this notebook should be helpful because you'll find what may be expected of LEP students at the different stages of language development. For example, early in their language development LEP students may be expected to respond with a gesture, with a yes or no in English, or by pointing a finger to an item or picture. Therefore, when learning colors, LEP students may be asked to point to color shapes, or to answer questions such as, "Is the circle green?" while the rest of the class writes them down or says them aloud.

In this section you will find a variety of alternative evaluation forms. The Berryville Primary evaluation form and the modified form which takes into account what may realistically and fairly be expected of the LEP kindergarten students. As you'll see, only minor changes were made, but they made a world of difference to the teachers and students. Oral language tests are also a common evaluation tool for beginning English students.

To repeat a most crucial point: **Isolating LEP students and concentrating on remediation are of little benefit to them.** They should be included in all class activities, perhaps with modified expectations of them; and they should be evaluated fairly, which requires that the teachers have a clear idea of what may be expected of LEP students as they grapple with the extra hurdle of English.

SUMMARY OF STUDENT RETENTION (NON-PROMOTION) ISSUES AND IMPLICATIONS FOR DROPOUT PREVENTION PROGRAMS

1. There is a strong relationship between student retention (non-promotion) and future dropout tendencies.

   "Being retained one grade increases the risk of dropping out later by 40-50%, two grades by 90%." (Mann, Dale "Can We Help Dropouts: Thinking About the Undoable," *Teachers College Record*, Spring, 1986, New York.)

   Being behind in grade level and older than classmates was listed as the number one factor in a recent analysis. (Hahn, Andrew "Reaching Out to America's Dropouts: What to Do?" *Phi Delta Kappan*, December, 1987.)

2. The rate of student retention is rising faster than school enrollments.

   The total number of students who were not promoted at the end of the 1986-87 school year was 123,088, up 8.4% from the previous year. This represents an increase which was three times larger than the corresponding growth in student membership during the same period. (When adjusted for growth in student membership, the rate of increase in non-promotions is 5.6%.)

3. There appears to be little if any academic benefit of retention.

   "The *Harvard Education Letter* published a synthesis of studies that clearly shows that students held back actually score worse on achievement tests than similar youngsters who were passed along to the next grade." "...children make progress during the year in which they repeat a grade, but not as much progress as similar children who were promoted." (Hahn, Andrew "Reaching Out to America's Dropouts: What to Do?" *Phi Delta Kappan*, December, 1987.)

4. Students experience severe emotional impact from being retained.

   "Pupils who are retained pay with a year of their lives...next to blindness and the death of a parent, children rate the idea of retention as most stressful." (Smith, M.L. and Shepard, L.A. "What Doesn't Work: Explaining Policies of Retention in the Early Grades," *Phi Delta Kappan*, October, 1987.)

5. Retention policies may not be applied equally to all groups.

   "Retention is...inherently discriminatory to boys, poor children, the relatively young and the relatively small." (Smith, M.L. and Shepard, L.A. "What Doesn't Work: Explaining Policies of Retention in the Early Grades," *Phi Delta Kappan*, October, 1987.)

PROGRESS REPORT

BERRYVILLE PRIMARY SCHOOL
Berryville, Virginia

STUDENT'S NAME

TEACHER'S NAME

SCHOOL YEAR 19 - 19

NOTICE TO PARENTS

This report offers an opportunity for better understanding of your child's current achievement. Items not noted were not evaluated at this time.

RECORD OF ATTENDANCE

	1	2	3	4
DAYS ABSENT				
DAYS LATE				

EVALUATION KEY

+ - Mastery
✓ - Progressing
– - Improvement Needed

READING READINESS	1	2	3	4
Recognizes capital letters				
Recognizes lower case letters				
Associates sounds with letters				
Recites alphabet in sequence				
Understands concept of rhyming				
Works from left to right				
Shows interest in books/stories				
Identifies color words				
Identifies left and right				
Determines likenesses & diff. (visually)				
Determines likenesses & diff. (auditory)				
Comprehends and recalls details				
LANGUAGE DEVELOPMENT				
Speaks clearly				
Expresses ideas well				
Recites Nursery Rhymes				
Speaks in complete sentences				
Tells a story in sequence				
Predicts outcome of a story				
Interprets pictures				
PERSONAL				
Knows full name				
Knows address				
Knows phone number				
Knows age & birthday				

MATH READINESS	1	2	3	4
Counts by rote to _____				
Recognizes numbers to 10				
Recognizes numbers to _____				
Demonstrates understanding of 1 to 1 relationships				
Applies knowledge of numbers				
Identifies basic shapes				
Compares sets (more, less, equal)				
Compares sizes				
Recognizes instruments for measuring (clocks, rulers, thermometers, etc.)				
Identifies ordinal positions				
Recognizes pennies and nickels				
SMALL MUSCLE DEVELOPMENT				
Can print name				
Dresses self (buttons/zips/snaps)				
Controls scissors well				
Controls pencil/crayons well				
Forms numbers correctly				
Forms letters correctly				
Glues neatly				
Ties unassisted				
LARGE MUSCLE DEVELOPMENT				
Jumps, hops, skips well				
Can catch, bounce, throw a ball				
Is able to rest/relax				

DEVELOPMENT IN ART	1	2	3	4
Willing to explore art media				
Is imaginative with art materials				
Identifies colors				
DEVELOPMENT IN MUSIC				
Willing to participate in music/movement activities				
SOCIAL DEVELOPMENT				
Accepts responsibility				
Accepts school routine				
Plays/works well with others				
Has made friends in school				
Shares and takes turns				
Is courteous to adults/children				
Displays self-control				
Shows self-confidence				
Respects property & rights of others				
Listens while others speak				
Plays well in group games				
WORK HABITS				
Observes school rules				
Listens and follows directions promptly				
Has good attention span				
Is observant & curious				
Can sit still during group activities				
Works neatly				
Completes activities promptly				
Works well independently				
Seeks help when needed				
Uses materials correctly				
Takes care of materials				
Cleans up after work period				
Values own work				
Homework				

COMMENTS:

BEST COPY AVAILABLE

WINCHESTER REGIONAL MIGRANT EDUCATION E.S.L. EVALUATION FORM

SCHOOL: STUDENT'S NAME TEACHER'S NAME SCHOOL YEAR

RECORD OF ATTENDANCE

	1	2	3	4
days				
absent				

EVALUATION KEY

\+ Mastery
Progressing
N Improvement Needed

READING READINESS
Recognizes capital letters
Recognizes lower case letters
Associates sounds with letters
Recites alphabet in sequence
Understands concept of rhyming
Works from left to right
Shows interest in books/stories
Identifies color words
Identifies left and right
Determines like/diff. (visual)

LANGUAGE DEVELOPMENT
Understands simple commands
Answers with one word responses
Responds appropriately to gestures
Joins in when class recites
Has been introduced to basic vocabulary(body parts, food, etc.)
Can repeat after teacher

PERSONAL
Knows full name
Knows age and birthday

COMMENTS:

MATH READINESS
Counts by rote to 30
Recognizes numbers to 10
Recognizes numbers to 30
Demonstrates understanding of 1:1
Applies knowledge of numbers
Identifies basic shapes
Compares sets (more, less, equal)
Compares sizes
Identifies ordinal positions
Recognizes pennies and nickels
Math grade level equivalent

SMALL MUSCLE DEVELOPMENT
Can print name
Dresses self (buttons,snaps,zips)
Controls pencil/crayon well
Forms numbers correctly
Forms letters correctly

DEVELOPMENT IN ART
Willing to explore art media
Is imaginative with art material
Identifies colors

DEVELOPMENT IN MUSIC
Willing to participate in music

SOCIAL DEVELOPMENT
Accepts responsibility
Accepts school routine
Plays/works well with others
Shares and takes turns
Is courteous to adults/children
Displays self control
Shows self confidence
Respects property/rights of others
Listens while others speak
Plays well in group games

WORK HABITS
Observes school rules
Listens and follows directions
Has good attention span
Is observant and curious
Can sit still during group
Works neatly
Completes activities
Works well independently

SAMPLES OF STUDENT EVALUATIONS

After determining the skills to work on with each child, you may wish to use the following Migrant Student Profiles to plan a course of instruction.

It may be necessary to retranslate terms to adapt the vocabulary to the common language of your mobile population.

.....

DAILY PROGRESS REPORT
REPORTE DEL PROGRESO DIARIO

Student
Estudiante

Date
Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Excelente	Good Bueno	Satisfactory Satisfactorio	Unsatisfactory No Satisfactorio
1. Finished all work Terminó todo trabajo				
2. Listened to class presentations Escuchó las presentaciones de la clase				
3. Follows directions Sigue instrucciones				

Teacher's Signature
Firma del maestro (a)

Parent's Signature
Firma del padre

WEEKLY PROGRESS REPORT
REPORTE SEMANAL DE PROGRESO

Student
Estudiante

Date
Fecha

BEHAVIOR COMPORTAMIENTO	Excellent Excelente	Good Bueno	Satisfactory Satisfactorio	Unsatisfactory No Satisfactorio
1. Listened to class presentations Escucho a las presentaciones en clase				
2. Followed directions Siguió las instrucciones				
3. Worked independently Trabajó independientemente				
4. Followed class rules Siguió las reglas del salón de clase				
5. Showed acceptable social habits Mostró habitos sociales aceptables				
ACADEMIC PROGRESS PROGRESO ACADEMICO				
1. Worked independently Trabajó independientemente				
2. Was prepared for the reading group Estaba preparado para el grupo de lectura				
3. Passed weekly spelling test Pasó el examen semanal de ortografia				
4. Passed weekly math test Pasó el examen semanal de matemáticas				

Teacher's Signature
Firma del maestro (a)

Parent's Signature
Firma del padre

LITERACY DEVELOPMENT CHECKLIST

Student _____ Teacher _____

		does not apply	most of the time	sometimes	not noticed yet	Comments:
1.	**INTEREST IN BOOKS**					
	Is willing to read					
	Shows pleasure in reading					
	Selects books independently					
	Chooses books of appropriate difficulty					
	Samples a variety of genre					
2.	**BOOK KNOWLEDGE**					
	Beginning of book					
	End of book					
	Title					
	Author					
	Illustrator					
3.	**READING STRATEGIES**					
	Uses knowledge of language to understand text					
	Uses meaning clues in context					
	Uses meaning clues from prior experience					
	Uses sentence structure clues					
	Substitutes a word with similar meaning					
	Sounds out					
	Uses word structure clues					
	Uses story structure clues					
	Views self as a reader					
	Notices miscues if they interfere with meaning					
	Infers words in close-type activities					
	Takes risks as a reader (guesses)					
	Summarizes major events in a story					
	Remembers sequence of events					
	Demonstrates predicting and confirming					
	Attends to reading independently					

From: "Problem Solving Our Way to Alternative Evaluation Procedures" by J. Bailey et. al. in Language Arts, volume 65, number 4, April 1988.

SAMPLE MATH DEVELOPMENT CHECKLIST:

	does not apply	most of the time	sometimes	not noticed yet	Comments
1. Counts to: 1 2 3 4 5 6 7 8 9 10					
2. Has 1:1 correspondence to: 1 2 3 4 5 6 7 8 9 10					
3. Verbalizes addition					
4. Verbalizes subtraction					
5. Symbolizes addition to : 1 2 3 4 5 6 7 8 9 10					
6. Symbolizes subtraction to: 1 2 3 4 5 6 7 8 9 10					
7. Verbalizes multiplication					

BIBLIOGRAPHY OF TESTS USED WITH LIMITED ENGLISH PROFICIENT STUDENTS

The following tests, in the areas of oral Language Proficiency, Reading/Math and Achievement, are available for use with Limited English Proficient students:

TESTS OF ORAL LANGUAGE PROFICIENCY

Basic Inventory of Natural Language (BINL)
Grade Range: K-12
Languages: Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Llokano, Inpuiaq, Italian, Japanese, Korean, Laotian, Navajo, Philipino, Polish, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishnese, Ukrainian, Vietnamese, Yugoslavian
Source: Checkpoint Systems
(714) 888-3296
1558 N. Waterman, Suite C
San Bernardino, CA 92404

Bilingual Oral Language Tests (BOLT)
Grade Range: 4-12
Languages: English and Spanish
Source: Bilingual Media Productions
(415) 548-3777
P.O. Box 9337
North Berkeley, CA 74709

Bilingual Syntax Measure (BSM)
Grade Range: Level I, K-2; Level II, 3-12
Languages: English and Spanish
Source: The Psychological Corporation
(312) 641-3400
7555 Caldwell Avenue
Chicago, IL 60648

Comprehensive English Language Test (CELT)
Grade Range: High Schools - Adults
Language: English
Source: McGraw-Hill International Book Company
300 West 42nd Street
New York, NY 10036

Idea Oral Language Proficiency Test (IPT)
Grade Range: K-1
Languages: English, Spanish and Portuguese
Source: Ballard and Tighe, Inc.
(714) 990-IDEA
580 Atlas Street
Brea, CA 92621

Language Assessment Battery (LAB)
Grade Range: Level I, K-12; Level II, 3-6; Level III, 7-12
Language: English
Source: Riverside Publishing
(312) 693-0040

Language Assessment Series (LAS)
Grade Range: Pre-LAS, Pre K-1; Level I, K-5; Level II, 6-12
Languages: Spanish and English
Source: Linguametrics Group
(415) 499-9350
P.O. Box 3495
San Rafael, CA
94912-3495

Language Assessment Umpire (LAU)
Grade Range: K-8
Languages: English and Spanish
Source: Santillana Publishing Company
(201) 767-6961
257 Union Street
Northvale, NJ 07647

Oral Language Evaluation
Grade Range: K-12
Languages: English and Spanish
Source: EMC Corporation
300 York Avenue
St. Paul, MN 55101

The Woodcock Language Proficiency Battery
Grade Range: Ages 3-Adult
Languages: English and Spanish (Batería)
Source: Teaching Resources Corp. DLM
(617) 890-6139
303 Wyman, Suite 300
Waltham, MA 02154

READING/MATH

Degrees of Reading Power
Grade Range: Form PA 8 grades 3-4; Form PA 6 grades 5-6; Form PA 4 grades 7-8; Form PA 2 grades 9-12
Language: English
Source: DRP Services, (212) 582-6210
The College Board
888 Seventh Avenue
New York, NY 10106

Inter-American Series - Test of Reading and Prueba de lectura
Grade Range: Levels 1-5, grades 1-12
Languages: Spanish and English
Source: Guidance Testing Associates, (512) 434-4060
PO Box 28096
San Antonio, TX 78228

Achievement Tests

Brigance Comprehensive Inventory of Basic Skills
Grade Range: Yellow, birth - 7 years; White, K-1 Screening; Orange, K-8 Assessment of Basic Skills - Spanish; Green, K-9 Comprehensive Inventory of Basic Skills; Blue, K-6 Inventory of Basic Skills; Red, 4-12 Inventory of Essential Skills
Languages: English and Spanish
Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589

California Achievement Tests (CAT)
Grade Range: 1-12; Level I, grades 1.5-2.9; Level II, grades 2-4.9; Level III, grades 4-6.9; Level IV, grades 6-9.9; Level V, grades 9-12.9 (reviewed for grades 2-6)
Language: English
CTB/McGraw-Hill, (800) 538-9547
Del Monte Research Park
Monterey, CA 93940

Comprehensive Test of Basic Skills
(Reading, Language and Mathematics Sections)
Grade Range: K-12: Level A, K-1.3; Level B, K.6-1.9; Level C, 1.6-2.9: Level 1, 2.5-4.9; Level 2, 4.5-6.9; Level 3, 6.5-8.9; Level 4, 8.5-12.9 (reviewed for K-6)
Languages: Spanish and English, Level 4 not available in Spanish
McGraw-Hill, (800) 538-9547
Del Monte Research Park
Monterey, CA 93940

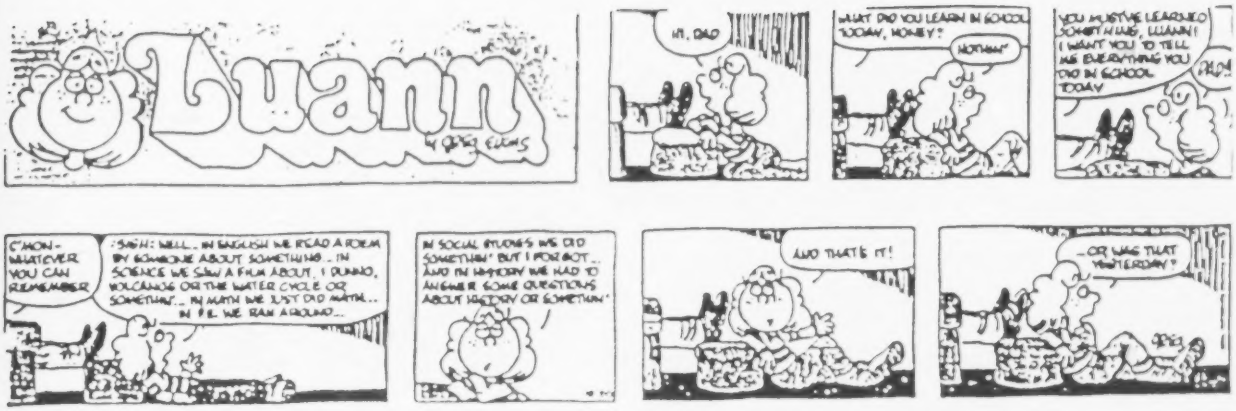
The 3-R's Test/La Prueba Riverside de Realización en Español
Grade Range: Level 6: grade K; Level 7: grade 1; Level 8: grade 2; Level 9: grade 3; Level 10: grade 4; Level 11: grade 5; Level 12: grade 6; Level 13: grade 7; Level 14: grade 8 and 9
Languages: English and Spanish
Source: The Riverside Publishing Company, (800) 323-9540
8420 Bryn Mawr Avenue
Chicago, IL 60631

Inter-American Series - Test of General Ability
Grade Range: Preschool, ages 4-5; Level 1, age for end of Kindergarten and beginning of grade 1; Level 2, age 7-8, grades 2-3; Level 3, age 9-11, grades 4-6; Level 4, age 12-14, grades 7-9; Level 5, age 15-18, grades 10-12
Languages: English and Spanish
Source: Guidance Testing Associates, (512) 434-4060
PO Box 28096
San Antonio, TX 78228

FROM: *The Identification and Assessment of Language Minority Students: A Handbook for Educators* 1985. Hamayan, E.; Kwiat, J.; Perlman, R. Illinois Resource Center. Arlington Heights, Illinois

HELP!!!

HOW CAN WE INVOLVE PARENTS?


Luann
HI, DAD
WHAT DID YOU LEARN IN SCHOOL TODAY, HONEY?
NOTHIN'
YOU MUST'VE LEARNED SOMETHING, LUANN! I WANT YOU TO TELL ME EVERYTHING YOU DID IN SCHOOL TODAY
C'MON - WHATEVER YOU CAN REMEMBER
SIGH! WELL... IN ENGLISH WE READ A POEM BY SOMEONE ABOUT SOMETHING... IN SCIENCE WE SAW A FILM ABOUT, I DUNNO, VOLCANOS OR THE WATER CYCLE OR SOMETHIN'... IN MATH WE JUST DID MATH... IN P.E. WE RAN AROUND...
IN SOCIAL STUDIES WE DID SOMETHIN' BUT I FORGOT... AND IN HISTORY WE HAD TO ANSWER SOME QUESTIONS ABOUT HISTORY OR SOMETHIN'
AND THAT'S IT!
- OR WAS THAT YESTERDAY?

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PARENT INVOLVEMENT

The issue of parent involvement is an important one. The parents of migrant children are often difficult to contact because they live some distance from the central community and/or they speak little English. We should encourage parents as much as possible to become involved with the schools.

Mexican-Americans and Haitians, for a variety of cultural reasons, do not expect to participate in the formal education of their children. They feel that this is the responsibility of the schools.

This does not mean that we shouldn't attempt to inform and educate parents about how to take a more active role in their children's education. Once they try it, they usually like it!

HOW TO INCLUDE THE PARENTS OF MIGRANT CHILDREN? OUTREACH

> Contact your local migrant director and/or migrant tutor (list provided in this kit) who may be of help in a variety of ways.

> Find out the child's phone number (it is possible they don't have one) and ask if his or her parents speak English. If they do not, there is probably an older brother or sister who does.

> Send all written information home with your migrant child and, if possible, translate important information into the parents' native language. Try asking for help from a local language teacher, a bilingual student at your school, or a bilingual community member.

> Meeting with migrant parents takes some planning. You can arrange a meeting either where they live or at school through personal contact or with help from your local migrant program. Try to arrange meetings at times when they are available which will require some flexibility on your part.

> Involve migrant parents in all home-learning activities you have planned for your class. It is especially advisable to instruct your students to read to them, be it in English or Spanish. Even parents who cannot read often enjoy this way of sharing time with their children and participating in their learning.

> Invite migrant parents to class as visitors. They would love to help you with a cultural activity such as celebrating one of their favorite holidays.

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Parent Involvement and The Education of Limited-English-Proficient Students

December, 1986

Over the last two decades, there has been a growing body of research evidence suggesting that there are important benefits to be gained by elementary-age schoolchildren when their parents provide support, encouragement and direct instruction in the home, as well as maintain good communications with the school--activities which are known as "parent involvement". Such findings have led researchers and school personnel to apply parent involvement techniques at higher grade levels and with limited-English-proficient and non-English-proficient (LEP/NEP) students as well. The results to date have been encouraging.

What Activities Constitute Parent Involvement?

In general, parents may become involved by:

- providing a home environment that supports children's learning needs;
- volunteering to provide assistance in the school as teachers' aides, secretaries, or in other roles;
- becoming activists and decision-makers in organizations such as the local PTA/PTO, or community advocacy groups that advise local school boards and school districts;
- attending school-sponsored activities;
- maintaining open channels of communication with the teacher(s) and continually monitoring children's progress in school;
- tutoring the children at home, using specific learning activities designed by the teacher to reinforce work being done in school (Epstein, 1986).

While most of the activities listed above are undertaken on the initiative of parents, the last activity--parent-as-tutor involvement--is, or should be, initiated by the teacher. Schools with newly-established parent involvement programs have noted that parents are willing to become involved, but that they do not know *how* to help their children with academic tasks at home, and in general, are fearful of doing more harm than good. To counteract this, the teacher must maintain contact with the parents, giving specific assistance with materials and tutoring techniques that will successfully reinforce the work being done in school (Simich, 1986; Epstein, 1985a).

Parent involvement in the education of high school students, on the other hand, requires that the parent become co-learner, facilitator and collaborator, a means of support as the high school-age student develops independence and explores future educational options.

What Are Some Special Aspects of LEP/NEP Parent Involvement?

For the growing numbers of limited- or non-English-proficient parents, parent involvement of any kind in the school process is a new cultural concept. Moreover, attempts by teachers and school officials to involve such parents in the education of their children is very often interpreted as a call for interference. The overwhelming majority of LEP/NEP parents believe that the school has not only the qualifications, but the responsibility to educate their children, and that any amount of parent "interference" is certain to be counter-productive. The most imporant task, then, in involving LEP/NEP parents in their children's education is to acculturate them to the meaning of parent involvement in their new social environment.

While most LEP/NEP parents do not have the English language proficiency to engage in many of the typical parent involvement activities, they may be very successfully involved in parent-school collaboration at home. These parents can be taught to reinforce educational concepts in the native language and/or English. Additionally, bilingual community liaisons should be available to bridge language and cultural differences between home and school. An added advantage, of course, is that LEP/NEP parents improve their own general knowledge, language and survival skills as a result of their participation in the program.

What Evidence Is There to Support The Need for Parent Involvement?

Epstein (1985b) has concluded, "the evidence is clear that parental encouragement, activities and interest at home, and parental participation in schools and classrooms positively influence achievement, even after the students' ability and family socioeconomic status are taken into account." Moreover, there may be evidence to support the conclusion that the most useful variety of parent involvment is the contact that parents have with their children in the home when such contact is used to encourage and aid school achievement. Significant findings from several parent involvement programs show that:

- Parent involvement in academic activities with children at home consistently and significantly improves parents' knowledge and expertise in helping their children, as well as their ability to effectively evaluate teachers' merits (Bennett, 1986);

Center for Applied Linguistics (CAL)
1118 22nd Street., NW
Washington, DC 20037

- Direct parental involvement at home with children's school work has positive effects on such things as school attendance, classroom behavior, and parent-teacher relations (Gillum, 1977; Rich et al., 1979; Comer, 1980);
- Students who are part of parent involvement programs show higher reading achievement than children who are not. Hewison and Tizard (1980) found that "children encouraged to read to their parents, and to talk with their parents about their reading, had markedly higher reading gains than children who did not have this opportunity." Moreover, small group instruction during the school day by highly competent specialists *did not produce* gains comparable to those obtained in parental involvement programs. Results of a longitudinal study of 300 3rd and 5th grade students in Baltimore City show that from fall to spring, students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did students whose teachers were not recognized for encouraging parent involvement (Epstein, 1985b).

Do These Findings Apply to LEP/NEP Students?

In the study conducted by Hewison and Tizard mentioned above, several of the participating parents were non-English-proficient and/or illiterate, a condition that neither prevented the parents from collaborating with the school, nor the children from showing marked improvement in reading ability.

A more recent study, the three-year Trinity-Arlington Teacher and Parent Training for School Success Project, has shown the most comprehensive findings to date concerning parent involvement and limited-English proficiency. This project, the result of a collaboration between Trinity College in Washington, DC and the Arlington, VA Public Schools, was designed to facilitate the acquisition of English language skills by high school LEP students from four language backgrounds (Khmer, Lao, Spanish and Vietnamese) through the development of supportive relationships among the students, parents and school staff. The role of the parent-as-tutor was stressed and facilitated by community liaisons proficient in the native language of the parents. Parents were shown how to collaborate, to be co-learners with their high school-age children in the completion of specially-designed home lessons from the Vocationally-Oriented Bilingual Curriculum (VOBC), a supplement to the ESL program which was in use at the implementation site.

Several locally-developed and nationally-validated measures of English proficiency were administered to the students. Additionally, both parents and students were administered a content test to provide evidence of cultural knowledge gained as a result of the VOBC information exchanged between parent and student. The study showed positively that the VOBC home lessons reinforced ESL concepts and language skills taught to students during regular ESL classroom instruction. Significant gains were also recorded in the English language and survival skills of the parents; and, as a result of their collaboration on the VOBC home lessons, parents and students alike learned a great deal about life in America and about the American school system.

In many LEP/NEP households, parents worked two or three jobs and were often not available to work with their children on the VOBC home lessons. Likewise, many students were unaccompanied minors and/or heads of household, and did not have the luxury of parental involvement. Such cases highlighted another very important finding: in households where parents were not available to work with their children, interaction with guardians and siblings over the VOBC home lessons often provided the same positive reinforcement as when parents participated, possible evidence that home activities could be even more productive if the whole family were to be involved in their completion (Simich, 1986).

How Can School Districts Initiate An LEP/NEP Parent Involvement Program?

To develop a parent-as-tutor, collaborator or co-learner program, the collaboration of all school personnel is essential. Regular classroom teachers, ESL teachers, counselors, and administrators should receive training in how to develop better home and school collaboration with LEP/NEP parents and how to involve them in the education of their children. An essential component of the parent involvement effort is the bilingual community liaison, a highly respected member of the parents' language community who is knowledgeable about the American school system.

Information on the VOBC, Teacher's Guide to the VOBC, a training videotape to supplement the VOBC and other materials developed by the Trinity-Arlington Project may be obtained by writing the National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, MD 20907; (301)933-9448 or (800)647-0123.

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OERI
Office of Educational Research and Improvement
U.S. Department of Education

This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400-86-0019. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

SAMPLE INFORMATIONAL MEETING PLANS

GOAL 1: To orient the parents to the American school system. Parents will become aware of some of the major differences between schools in their native land and the U.S. system. Special emphasis will be on the importance of the role of parent involvement in American schools.

	OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
1.	Inform parents about activities in a regular school day	Show parents a slide presentation of several classes participating in a variety of school activities. Discuss the objectives of these activities.	Slide presentations, samples of student work
2.	Familiarize parents with the similarities and differences between schools in the U.S. and their native countries.	Discuss the differences in structure of program, focus of activities and increased role of parent interacting with school staff.	Comparative chart
3.	Orient parents to the idea of close interaction with school staff.	Inform parents of their role in education and how increased interaction with the school helps to develop better programs.	Parent handbook, report cards, student folders

GOAL 2: To encourage parents to reinforce and extend children's native language skills through activities in the home. Parents will become acquainted with the importance of developing strong native language skills and learn how to provide experiences which promote the development of these skills in the home.

	OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
1.	Inform parents of the importance of developing strong native language skills.	Invite parents to a meeting at which discussion will focus on benefits of strong native language skill development, both through demonstration lesson of skill transfer and through discussion.	Manipulatives needed for language lesson, tape recorder, fact sheet
2.	Identify for parents some games, songs, and play activities that are appropriate for children to promote skills development.	Invite parents to an open house. Parents will be able to preview books and records and try out equipment which can be borrowed and used in the home for further native language skill development.	Song sheets, games, books, toys, and other manipulatives that can be used in the home
3.	Teach parents how to apply basic principles of learning discussed for home activities such as story-reading/telling.	Present a demonstration of simple activities and story-telling techniques, that employ basic principles that parents can follow in the home.	School library books, pictures, magazines, children's drawings.

From: Parent Involvement: A Resource for the Education of Limited English Proficient Students: NABE, Fall, 1988.

HOME-SCHOOL RELATIONSHIPS

HAVE YOU EVER THOUGHT ABOUT...

...what parents and teachers have in common?

...your degree of involvement in school activities?

...how you could improve your relationship with the school?

SOME IDEAS

1. Parents today have the potential for becoming more involved in the school than ever before.

2. Both the home and school are responsible for a child's education.

3. Parent-teacher cooperation increases a child's chances for success in school.

4. The bond between home and school is strengthened when parents and teachers can communicate.

5. By sharing information, parents and teachers can better meet a child's needs.

6. To work together effectively, parents and teachers need to respect and accept each other.

TRY THESE

LIST

1. Make your own Home Report Card to send to the teacher. For example you might list your child's work habits, hobbies, problems, duties at home, and anything else you feel might be helpful to the teacher.

2. Have your child keep an attendance record of your participation at school activities.

3. Prepare a list of questions for the next conference with your child's teacher. Ask for specific ways to help your child at home.

4. Volunteer your services as a translator for other parents, who, because of a language barrier, cannot communicate with school staff.

5. Make arrangements with you child's teacher to share your photo albums, family customs, favorite recipes, etc... with your child's classroom.

6. Make a list of activities you might do with your child. Talk to your child's teacher about them.

7. Make your own Parent Involvement Report Card. Give yourself a grade for each month.

LOOKING AHEAD

PARENTS HAVE MUCH TO OFFER.

Get to know your child's school.
Find out what your can do to get involved.

PARENTS AND TEACHERS CAN BE PARTNERS IN EDUCATING CHILDREN.

IDEAS FOR BUILDING POSITIVE HOME-SCHOOL RELATIONSHIPS

The more interest you express in your child's school and in his learning, the greater his chances for success in school. Following are some suggestions on what you can do to improve HOME-SCHOOL RELATIONSHIPS.

IF YOU WORK OR HAVE LITTLE EXTRA TIME:

Plan a specific time each evening, even if it is only a few minutes, to discuss with your child what he did in school on that day, whether he has homework, whether any notes were sent home that day, etc.

Help your child set up a time and place for doing his homework (perhaps in the kitchen as you make supper).

Display your child's work (tape it on the refrigerator for a few days or find another convenient place). Put up a school calendar if there is one.

Attend evening meetings at school whenever possible (PTA, conferences).

Send notes to your child's teacher, or use the telephone while you are at work, to discuss any problems or questions you have about your child's education.

Donate materials whenever you can for class projects and school activities. Send them to school with your child.

If at all possible, take some time off from work once in a while to attend a school function in which your child is involved.

Parent-teacher conferences in most schools can be scheduled at night. Insist on your right to a conference if you are assigned an inconvenient time.

Try to be consistent about your child's bedtime and nutrition habits. Emphasize to your child the importance of getting enough sleep in order to do well at school.

IF YOU ARE AT HOME ALL DAY:

Try any of the suggestions already given, plus the following

Provide transportation for school field trips if you can or go along to help.

Visit your child's classroom whenever possible.

Volunteer to help in your child's classroom. Maybe you could assist in making instructional materials or share a hobby with the class.

Be there when your child comes home from school and ask your child about his/her school day.

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Encourage your child to bring home friends from school. Ask them about what is going on at school.

Keep in touch with other parents, particularly parents who might have similar concerns. Talk about any special needs your children have and how you and other parents might work with the school in meeting these needs.

Take advantage of every opportunity to do more and learn more about your child's school. Your child needs you to be involved.

WHEN THE SCHOOL IS RELUCTANT TO INVOLVE PARENTS:

Some schools will be more open to involving parents in school activities than others. If your school seems reluctant to involve parents:

Don't become discouraged.

Don't allow one negative experience to dampen your enthusiasm.

Remember that good relationships are built slowly.

Continue trying the suggestions above.

WHAT MORE CAN YOU DO TO IMPROVE HOME-SCHOOL RELATIONSHIPS?

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RELACIONES DE LA ESCUELA Y EL HOGAR

¿HA PENSADO ALGUNA VEZ SOBRE...

...lo que tienen en común los padres y los maestros?

...el grado de su participación en actividades escolares?

...cómo podría usted mejorar sus relaciones con la escuela?

ALGUNAS IDEAS

1. Los padres tienen hoy más que nunca el potencial de envolverse más con la escuela.

2. Ambos, el hogar y la escuela, son responsables por la educación del niño.

3. La cooperación de los padres con los maestros aumenta las posibilidades de éxito del niño en la escuela.

4. La unión del hogar con la escuela se refuerza cuando los padres y los maestros son capaces de comunicarse.

5. Los padres y los maestros pueden satisfacer mejor las necesidades de los niños si comparten información.

6. Para trabajar juntos más efectivamente, los padres y los maestros necesitan respetarse y aceptarse mutuamente.

PREUBE ESTO

LISTA

1. Haga su propia libreta de calificaciones para enviar a la maestra. Por ejemplo, usted podría enumerar los hábitos de trabajo de su hijo, sus pasatiempos, problemas, obligaciones en la casa, y cualquier otra cosa que sea de ayuda para la maestra.

2. Haga que su niño lleve cuenta de las veces que usted asiste a actividades escolares.

3. Prepare una lista de preguntas para la próxima conferencia con la maestra de su hijo. Pida información específica sobre cómo ayudar a su hijo en la casa.

4. Ofrézcase como intérprete voluntario para ayudar a otros padres quienes, debido a problemas de idioma, no se pueden comunicar con el personal escolar.

5. Haga arreglos con la maestra de su hijo para compartir con la clase su álbum de fotos, sus costumbres familiares, sus recetas de cocina, etc...

6. Haga una lista de las actividades que usted puede tener con su hijo. Hable con la maestra de su hijo sobre ellas.

7. Haga su propia libreta de calificaciones de partcipación de los padres. Dése una calificación cada mes.

MIRANDO ADELANTE

Lee
pastel

LOS PADRES TIENEN MUCHO QUE OFRECER.

Conozca la escuela de su hijo.
Averigüe lo que puede hacer para participar.

LOS PADRES Y LOS MAESTROS PUEDEN SER SOCIOS EN LA EDUCACIÓN DE LOS NINOS.

IDEAS PARA EDIFICAR RELACIONES POSITIVAS ENTRE EL HOGAR Y LA ESCUELA

****

Cuanto más interés demuestre usted en la escuela de su hijo y en su aprendizaje, más grandes serán las posibilidades de éxito escolar. A continuación se presentan algunas sugerencias sobre lo que puede usted hacer para mejorar las relaciones entre EL HOGAR Y LA ESCUELA.

SI USTED TRABAJA O SI TIENE POCO TIEMPO LIBRE:

Planee una hora específico a cada noche, aunque sea sólo unos minutos, para discutir con su hijo las actividades escolares del día, si tuvo tarea, si se envió a casa alguna comunicación ese día, etc.

Ayude a su hijo para que tenga tiempo y lugar para hacer sus tareas (quizá en la cocina mientras usted cocina).

Ponga a la vista el trabajo de su hijo (péguelo a la hielera por unos días o encuentre otro sitio conveniente). Cuelgue un calendario escolar si tiene uno.

Asista a juntas en la noche en la escuela siempre que pueda (PTA, conferencias).

Envíe notas a la maestra de su hijo, o llámela por teléfono del trabajo, para discutir cualquier preocupación que tenga sobre la educación de su hijo.

Haga donaciones siempre que pueda de materiales para proyectos de clase o para actividades escolares. Envíelos a la escuela con su hijo.

Si es posible, deje de trabajar de vez en cuando para asistir a actividades escolares en las que participe su hijo.

En la mayoría de las escuelas, las conferencias de las maestras con los padres pueden programarse para la noche. Insista en su derecho a una conferencia si le diesen una hora inconveniente para usted.

Trate de ser consistente en el horario de su hijo para irse a dormir y en sus hábitos alimenticios. Haga énfasis a su hijo de la importancia de dormir bien para poder estudiar bien en la escuela.

SI USTED ESTÁ EN EL HOGAR TODO EL DÍA:

Pruebe alguna de las sugerencias ya dadas, más las siguientes.

Provea transporte para paseos escolares si puede, o vaya usted para ayudar.

Visite la clase de su hijo siempre que pueda.

Ofrézcase de voluntario en la clase de su hijo. Quizá pudiese usted ayudar haciendo materiales de instrucción o compartiendo un pasatiempo con la clase.

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Esté en la casa cuando su hijo llegue de la escuela a la casa y pregúntele sobre su día en la escuela.

Invite a su hijo a que traiga amigos de la escuela a la casa. Pregúnteles a éstos sobre la escuela.

Manténgase en contacto con otros padres, especialmente con padres que tienen las mismas preocupaciones. Hable sobre cualquier necesidad especial que sus hijos puedan tener y sobre cómo usted y esos padres pueden trabajar con la escuela para satisfacer esas necesidades.

Aproveche toda oportunidad de hacer más y de aprender más sobre la escuela de su hijo. Su hijo necesita que usted participe.

CUANDO LA ESCUELA NO TIENE INTERÉS EN LA PARTICIPACIÓN DE LOS PADRES:

Algunas escuelas estarán más dispuestas que otras a hacer que los padres participen en actividades escolares. Si su escuela no tiene interés en que los padres participen:

No se desanime.

No deje que una experiencia negativa apague su entusiasmo.

Recuerde que buenas relaciones se edifican lentamente.

Continúe probando las sugerencias que se han dado antes.

¿QUÉ MÁS PUEDE USTED HACER PARA MEJORAR LAS RELACIONES DEL HOGAR Y DE LA ESCUELA?

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PARENTS HAVE A VOICE IN THEIR CHILDREN'S EDUCATION

It is important to keep your children at the grade level appropriate for their age. Sometimes your local school will decide to retain (not pass to the next grade) students because:

- they look young (or are small for their age)
- they don't speak English
- the school staff thinks that the students will learn English more rapidly in the lower grades (which is not true).
- the students have missed many days of school

We want to inform you that many research studies prove that being held back for one year increases by 40% the probability that your child will drop out of school before graduating. If s/he is held back for two years, the probability of dropping out rises to 90%.

The practice of retaining a student almost never benefits a child's academic, social or emotional growth. It is, rather, a painful experience; and we should speak out whenever we question a school's decision.

WHAT CAN YOU DO TO INFLUENCE THE SCHOOL'S DECISION TO RETAIN?

1. Pay attention to the papers that are sent home from school, especially grades. If you want, the school can arrange to have the information translated into Spanish.
2. Make sure that your children attend school every day.
3. Arrange special meetings with teachers to discuss the progress of your children.
4. Enroll your children in school when they are 5 years old. Don't wait!
5. If you don't agree with the school's decision, you have the right and the obligation to protest it. The school staff is not always right, and they will listen to your concerns.
6. If your child is in danger of being retained, take advantage of the opportunity to send him/her to a summer school to make up the work s/he has missed.
7. If you move to a new location, make sure to bring your child's school records in order to avoid grade placement confusion at his/her new school.

KNOWLEDGE IS POWER!

LOS PADRES TIENEN UNA VOZ EN LA EDUCACIÓN DE SUS HIJOS

Es importante mantener a sus hijos en el nivel de grado apropiado a su edad. A veces, su escuela local decidirá retener (no pasar al grado siguiente) a estudiantes porque:

- parece que fueran menores (o son pequeños para su edad)
- no hablan inglés
- el personal escolar cree que los estudiantes aprenderán inglés más rápido en los primeros grados (lo cual no es cierto).
- los estudiantes han faltado mucho a la escuela.

Queremos informarle que muchos trabajos de investigación prueban que el ser retenido por un año aumenta en 40% la probabilidad de que su niño abandone la escuela antes de graduarse. Si él o ella es retenido dos años, la probabilidad aumenta a 90%.

La práctica de retener a un estudiante casi nunca beneficia el crecimiento académico, social o emocional del niño. Es más bien una experiencia dolorosa; y debemos expresarnos libremente cada vez que estemos en desacuerdo con una decisión escolar.

¿QUÉ PUEDE USTED HACER PARA INFLUENCIAR LA DECISIÓN DE RETENER DE LA ESCUELA?

1. Ponga atención a las notas que la escuela envía a casa, especialmente a calificaciones. Si usted gusta, la escuela puede proveer una traducción al español.
2. Asegúrese de que sus niños asistan a la escuela todos los días.
3. Organice juntas especiales con las maestras para discutir el progreso de sus niños.
4. Inscriba a sus niños en la escuela cuando cumplan 5 años. ¡No espere!
5. Si usted no está de acuerdo con la decisión de la escuela, usted tienen el derecho y la obligación de protestar. El personal escolar no tiene siempre la razón, y escucharán sus quejas.
6. Si su niño está en peligro de ser retenido, aproveche la oportunidad de enviarlo a una escuela de verano para ponerse al día en el trabajo atrasado.
7. Si used se muda a otro lugar, asegúrese de traer el expediente escolar de su niño para evitar confusión en la nueva escuela sobre su colocación en un grado.

¡EL CONOCIMIENTO ES PODER!

A GLOSSARY OF SECOND LANGUAGE EDUCATION TERMS

I DIDN'T SLEEP VERY WELL LAST NIGHT...
AND IT WAS YOUR FAULT! YOU AND YOUR STUPID BARKING!
THE WORST PART OF IT IS, YOU DON'T KNOW IF HE'S BARKING AT AN OWL, OR THE MOON OR A BURGLAR!
THAT'S ONE OF THE DRAWBACKS OF A LIMITED VOCABULARY!
SCHULZ

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A GLOSSARY OF SECOND LANGUAGE EDUCATION TERMS

1. L1 - a person's first language, also called the native language or home language.

2. L2 - a person's second language, not the language learned from birth. L2 is sometimes used to refer to a person's third or fourth language, indicating simply that it is not the person's native language.

3. dominant language - a person's "stronger language", which may be influenced by the social environment and is relative to the criteria used to compare proficiency information.

4. basic interpersonal communications skills (BICS) - the informal language used for conversation, sometimes dubbed "playground language". BICS is heavily dependent on context-conversational responses, gestures, physical interactions, visual cues.

5. cognitive academic language proficiency (CALP) - language grasp believed to be necessary for students to succeed in context reduced and cognitively demanding academic areas such as reading, writing, science, math, social studies, etc.

6. limited English proficient (LEP) - a label applied to persons whose first language is not English and whose English language skills are not equal to those of their peer group.

7. affective filter - negative influences--including anxiety, lack of self-confidence, inadequate motivation--which can hinder the language acquisition process by keeping understandable messages from being understood.

8. comprehensible input - understandable messages that are critical for language acquisition.

9. English as a second language (ESL) - the teaching of English to speakers of other languages through a wide variety of methods.

10. grammar-based ESL - methods which emphasize memorization of vocabulary and drills in grammatical structures.

11. communication based ESL - methods founded on the theory that language proficiency is acquired through exposure to comprehensible messages - that humans are "wired" for language and naturally internalize language structures that make sense; emphasize the negotiation of meaning.

12. natural approach - a communication based ESL methodology of teaching English through extensive use of physical and visual clues, minimal correction of grammatical errors, and an emphasis on communicating messages relevant to students' needs and interests.

13. total physical response - a communication based ESL method that stresses simplified speech and visual and physical clues. It is a kinesthetic sensory system that uses high student involvement and interest in a low-anxiety environment.

14. teaching reading as conversation (TRAC) - employs a language acquisition/reading acquisition model for presenting and learning reading in a communicative context.

15. immersion - programs in which students are taught a second language through content area instruction in that language. These programs generally emphasize contextual clues and adjust grammar and vocabulary to students' proficiency level.

16. submersion - a "sink or swim" situation in which limited English proficient students receive no special language assistance. According to the 1974 Supreme Court Law V. Nichols case, submersion violates federal civil rights law.

17. structured immersion - programs using English only, in a simplified form, as the medium of instruction for certain subjects or for certain periods of the day.

18. sheltered English - content area lessons tailored to limited English proficient students' level of English proficiency.

19. concurrent translation - a practice whereby a teacher shifts between two languages to communicate ideas.

20. transitional bilingual education - programs in which students receive ESL instruction plus content area instruction in their native language (to help them keep up in school subjects while they learn English). The goal is to mainstream students into English classrooms as soon as possible.

21. maintenance (development) bilingual education - programs designed to preserve and develop students' first language while they acquire a second language.

22. additive bilingualism - an enrichment philosophy/program in which students acquire the socially and economically valuable skill of proficiency in a second language without undermining their first (native) language competence or identification with their culture group.

23. subtractive bilingualism - a philosophy/program which attempts to replace students' first (native) language with another language (i.e. English).

24. enrichment model - a model with the underlying premise that knowing two languages is enriching, a bonus, and beneficial to the learner. Enrichment programs build upon the students' existing language skills.

25. compensatory model - a model with the underlying premise that limited English proficiency is a deficit that needs to be fixed or compensated for. Compensatory programs attempt to replace first language skills with the second language.

26. two-way bilingual education - an integrated model in which speakers of two different languages are taught together to learn each other's language and to develop academic language proficiency in both languages.

This glossary was drawn from:

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STATE AND LOCAL CONTACT PERSONS

Contact Person	Address/Telephone	Contact for:
George H. Irby Supervisor, Virginia Migrant Education	VA Dept. of Education P.O. Box 6Q Richmond, VA 23216-2060 (tel) 804-225-22911	federal laws, state policy for migrant education; information on VA migrant programs
Pamela Wrigley VA Migrant Education Resource Specialist	2800 Woodley Road, N.W. #534 Washington, D.C. 20008 (tel) 202-483-3957	instructional strategies and materials for use with LEP students; staff development; information on VA Migrant Advisory Council
David E. Cox Supervisor, Foreign Language, ESL, and Bilingual Education	VA Dept. of Education P.O. Box 6Q Richmond, VA 23216-2060 (tel) 804-225-2055	federal/state laws and policy for ESL and bilingual education; information on VA programs for LEP students
Howard L. Amoss Coordinator, Southwestern Virginia Regional Migrant Program	Carroll County Schools P.O. Box 479 Hillsville, VA 24343 (tel) 703-728-9823	information on migrant education profiles in Carroll, Lee, Patrick, Giles, Wythe, Bland, and Smyth counties
Levolia S. Fletcher Area Migrant Coordinator	Regional Migrant Center P.O. Box 37 Mappsville, VA 23407 (tel) 804-824-5295	information on the Migrant Student Record Transfer System (MSRTS) and Accomack County's migrant education program

Contact Person	Address/Telephone	Contact for:
Daisy D. Martin Coordinator, Northampton County Schools Migrant Education Program	Northampton County Schools P.O. Box 37 Eastville, VA 23347 (tel) 804-678-5285	information on Northampton County's migrant education program
Katy Pitcock Coordinator, Winchester Regional Migrant Program	Winchester City Schools P.O. Box 551 Winchester, VA 22601 (tel) 703-667-4253	information on migrant education programs in Winchester City and Shenandoah, Frederick, Clark, and Rockingham counties
Sharon Root Coordinator, Albemarle County Migrant Education Program	Albemarle County Schools 402 McIntire Road Charlottesville, VA 22901 (tel) 800-468-1339 804-296-5888	information on migrant education programs in Albemarle County
Ted Parker Coordinator, Accomack County Schools Migrant Education Program	Accomack County Schools P.O. Box 220 Onancock, VA 23417 (tel) 804-787-4299	information on Accomack County's migrant education program
Malcolm Drumheller Southside Regional Migrant Education Program	Fleetwood Elementary School Roseland, VA 22967 804-277-5018	information on migrant education programs in Buckingham, Nelson, Halifax, Pittsylvania, and Fluvanna counties
John Sessoms Coordinator, Colonial Beach Migrant Education Program	Colonial Beach Schools 300 Garfield Avenue Colonial Beach, VA 22443 (tel) 804-224-7166	information on Colonial Beach's migrant education programs

STATE AND LOCAL CONTACT PERSONS

Agency	Contact/Telephone	Services/Materials
Arlington County Schools **ESL Program** 1426 North Quincy Street Arlington, VA 22207	Emma Hainer, Director (703) 358-6095	instructional materials and strategies
Bureau of Migrant Education Louisiana Department of Education P.O. Box 94064 Baton Rouge, LA 70804-9064	Al Wright, Editor (504) 342-3517	MEMO (Migrant Education Monthly) available free of charge; published monthly
ERIC Clearinghouse on Languages and Linguistics 118 22nd Street, NW Washington, DC 20037	(202) 429-9292	ERIC/CLL Bulletin - included with annual membership to TESOL; published semi-yearly; single copies free of charge
International Reading Association (IRA) 800 Barksdale Road P.O. Box 8137 Newark, DE 19714-8139	Central Switchboard (302) 731-1600	annual conference Reading Research Quarterly Journal of Reading Reading Teacher publications catalog available
also Bilingual Reading Special Interest Group		Bilingual SIG Newsletter - included with annual IRA membership
Center for Teaching/Learning University of North Dakota Grand Folks, ND 58202		

Agency	Contact/Telephone	Services/Materials
New Jersey Department of Education **Bilingual Education Office** 225 West State Street Trenton, NJ 08625	Sylvia Roberts, Director Linda Dold-Collins, Consultant (609) 292-8777	Effective Practices of Bilingual/ESL Teachers - Classroom Strategies for LEP Students publication free of charge
Piedmont ESL Roundtable Albermarle County Schools Migrant Education Office 402 McIntire Road Charlottesville, VA 22901	Sharon Root, Coordinator (800) 468-1339 (804) 296-5888	bimonthly meetings; annual conference
Red Cross in your area	See your local telephone book	translators to accompany parents to appointments, to attend meetings, or translate documents
State Legalization Impact Assistance Grants (SLIAG) VA Dept. of Education P.O. Box 6Q Richmond, VA 23216	Lennox Mclendon, Associate Director of Adult Education (804) 225-2075	educational programs in civics and American government for immigrants who have applied for amnesty; information regarding funds for such programs
TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) 1118 22nd Street, NW Suite 205 Georgetown University Washington, DC 20037	(202) 625-4569	annual conference TESOL Newsletter - included with annual membership; published bimonthly TESOL Quarterly - included with membership; published quarterly publications list available

Agency	Contact/Telephone	Services/Materials
Washington Area TESOL (WATESOL) P.O. Box 25502 Washington, DC 20007	Mary Anne Datesman, President (202) 885-2156	seminars annual conference
Southern Virginia Association of TESOL (SOVATESOL) 16014 Fraford Court Virginia Beach, VA 23455	Margaret Thiele, President (804) 440-4112	annual conference
National Council of Teachers of English (NCTE) 111 Kenyon Road Urbana, IL 61801	Central Switchboard (217) 328-3870	Language Arts Journal - included with annual membership NCTE Publications - product and price list available
Fairfax County Schools ESL Program 3705 Crest Drive Annandale, VA 22003	Esther Eisenhower, Director (703) 698-7500	instructional materials and strategies
National Clearinghouse for Bilingual Education Center for Applied Linguistics 1118 22nd St., NW Washington, DC 20037	(800) 321-NCBE	newsletter, grant information, program designs, NCBE OATA Base collection (guidelines for instructional programs for LEP students)

ADDITIONAL READINGS

BEST COPY AVAILABLE

ERIC CLEARINGHOUSE
ON LANGUAGES AND
LINGUISTICS

Q&A

Working with Limited–English–Proficient Students in the Regular Classroom

Prepared by Nancy Riddlemoser

November 1987

Special English instruction is an essential component of the limited–English–proficient (LEP) student's education. However, the time spent in the regular, non-English as a second language (ESL) classroom is critical in order to reach the goal of mainstreaming or integrating the LEP population into the regular academic program. With understanding on each educator's part, it is possible for the classroom teacher to productively work with LEP students in his or her classroom in order to maximize the students' exposure to authentic language during the school day.

How Can I Communicate with Students Who Do Not Speak English?

•Speak simply and clearly to the students. Try to speak in short, complete sentences in a normal tone of voice. Unless the student is hearing impaired, it is not necessary to speak loudly.

•Use prompts, cues, facial expressions, body language, visual aids, and concrete objects as often as possible. Pointing and nodding toward an open door while saying "Please, shut the door" is much more effective than giving the command in an isolated context.

•Establish oral/aural routines. Greetings each morning and closure at the end of class permit the student to become familiar with and anticipate limited language experiences. Examples include: "Hello, Juan," "Have a nice weekend," "Bye-bye," "See you tomorrow," "Line up for lunch," and "How are you?"

•Communicate warmth to the student. A smile, hello, and a pat on the back give the student the feeling of support needed in an unfamiliar setting (country, school, etc.). Knowing that the teacher is approachable and willing to work with the student is also important.

•Encourage the student to use English as much as possible and to rely on the native language only for more technical and/or emergency situations.

•Find people in the school or community who speak the student's language. Another LEP student at school or a foreign born or a first generation student who speaks the LEP student's native language at home can aid communication between the LEP student and the teacher. Foreign language teachers and ESL teachers are often able to provide assistance in emergency situations. Parents, church members, large businesses, universities, social service agencies, ethnic restaurants, and foreign merchants are valuable community resources. It is also helpful to know whether any of the LEP student's family members speak English.

•Keep talking to the student. It is normal for him or her to experience a "silent period" that can last days, weeks, or even months. In order to learn the language, the student must first develop active listening skills, followed by speaking, reading, and writing.

How Can I Best Meet the LEP Student's Social and Academic Needs in the Regular Classroom?

The first and most basic need is to ensure that the LEP student feels comfortable and secure. Social and psychological factors are of utmost importance in teaching LEP students. It is often frightening for a student of any age to be placed in a new classroom. This is magnified by the new language and cultural differences and compounded by the possible traumas and hardships that may have occurred prior to the student's move or relocation. In general, expect most children to adapt relatively quickly to the new placement. Teens are a bit slower, and adults usually require the most time.

A "buddy system" is an excellent way to ensure the LEP student is cared for. If possible, you may want more than one buddy for each student. Choose a native language sharer for academics and an "English only" for the more social, active, less technical language-oriented activities. "Buddy duty" should always be portrayed as a special privilege and *not* a chore. Having friends will make the LEP student feel better and help him or her learn more English at a faster rate. It may also increase your other students' acceptance of different nationalities.

Because you wish to enhance your LEP student's self-esteem and school career, pair him or her with someone whose behavior is one you wish modeled. Teaming up a LEP student with a trouble-maker may compound your classroom discipline problems.

Include the LEP student in as many activities, lessons, and assignments as possible, even if only for the socialization aspect. He or she needs the contact, language exposure and "cultural training." This allows the other students to view the LEP student as a true peer, valuable classmate, and desirable friend.

Present a positive approach to your class when dealing with the LEP student. When you say "Juan doesn't understand this, leave him alone" or "This is too hard for Khve," expect some students to avoid him at recess or lunchtime. It would be better to say, "Please help Juan with that page" or "Would you show Khve how we do this?"

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1118 22nd Street, N.W.
Washington, D.C. 20037

Have everyone in the building share in the responsibility of teaching the LEP student about your school, class, special projects, and community. This will satisfy the LEP student's sense of belonging and enrich the worlds of the other students and staff members.

If your school has a professional assessment center, it would be to your advantage to have the LEP student evaluated for achievement levels. If your school has an ESL teacher, reading specialist, visiting teacher, psychologist, or guidance counselor, you may feel more comfortable having them assist the student using a standardized battery of tests or conducting an informal survey or inventory.

Of course you will be able to assess many aspects of your student's social and academic development through careful observation. Does the student come to class prepared (with pencils, paper, etc.)? Is the student attentive and eager to participate? Can the student answer questions about his or her name, age, and where he or she is from? To determine specific academic achievement levels, try some of the following activities:

- Ask the student to copy the alphabet and numbers.
- Ask him or her to recite (or write) the alphabet and numbers from memory.
- Ask the student to repeat names of objects after you. (Show pictures of foods, vehicles, people, etc.).
- Ask the student to read a sample from the previous grade level. If he or she cannot, try a sample from a lower grade level (beginning with first grade, if appropriate), and determine up to which grade level the student can read.
- Ask the student to answer math computation problems from the previous grade level. If he or she cannot, try problems from a lower level. Math can be an important tool in determining appropriate grade level placement or grouping.

Date, sign, and keep a record of your findings. Whether a sophisticated tool or a very informal tool is used, the student's school career and subsequent progress may be measured against this. Compare what you have found with available grades, reports, or tests in the student's records. Note any changes or discrepancies between these records and your own findings.

An inability to reproduce sounds and difficulty in copying or writing may be normal phases in a LEP student's acquisition of English. However, they may also point to a learning disability. It is possible that a LEP student may need special education services.

Furthermore, many factors may drastically affect the LEP student's mental health, including traumas, experiences overseas, problems adapting to a new environment, and poor living conditions in the present environment. Some students may never have been to school before. Slowness in catching on to "simple" concepts could be lack of educational exposure, newness of material, or a learning disability.

In addressing the student's academic needs, remember to provide learning experiences and assignments that will enable him or her to feel productive, challenged, and successful. The LEP student needs a variety of tasks and assignments closely related to what the students in the regular classroom are doing. For example, while your class is working on math, the LEP student may work on a math assignment as well, perhaps of lesser difficulty. The important thing is that he or she is becoming more organized and involved in class routine.

Keep communication lines open. Try to coordinate whatever the ESL teacher is doing with what goes on in your class. The consistency and repetition of concepts and/or lessons can only help the LEP student.

In class discussion, call on the student as soon as possible. Even if the LEP student cannot speak much English, have him or her come to the board to point to the map, complete the number line, circle the correct answer, etc. Assign responsibilities such as washing the board, passing out papers, collecting homework, sharpening pencils, serving as line leader, etc. These activities will help the LEP student feel special and useful and help to develop citizenship skills.

What Techniques, Instructional Materials and Resources Are Recommended for Use with LEP Students?

It is important to maintain high expectations of LEP students, be prepared for their success and progress, and keep in mind that LEP students are generally not a remedial population. Usually the younger the student, the sooner he or she will "catch up" and "catch on."

If the student is receiving ESL instruction, your job may be easier if you establish a close relationship with the ESL teacher. Together you can plan the student's educational program. If there is no ESL teacher, you may work directly with the foreign language teacher(s), reading specialist, special education teacher, parent volunteers, or anyone else who may have resources, ideas, and time to share.

At the elementary level you can borrow workbooks, teaching aids, audio visual equipment, and assignment sheets from the lower grades. Curriculum guides and the entry/exit minimum skill requirements for each grade level are excellent resource guidelines.

Native language dictionaries, bilingual dictionaries, and picture dictionaries (of varying degrees of difficulty) are essentials for you and the LEP student. Encourage and expect the student to make use of these and any other suitable reference materials as soon as possible.

Your primary techniques will involve 1) individualizing; 2) adapting; and 3) modifying classwork for the LEP student. Always consider his or her language development, study skills and the subject content while doing so. Examples of these techniques are described below.

- *Individualizing:* If the LEP student in an elementary classroom clearly comprehends the meaning of words for a spelling lesson yet cannot express the meaning of the words orally, you may wish to individualize the spelling assignment by allowing him or her to "draw the definition" of each word. The LEP student who is unable to define the word *car*, for example, as "a moving vehicle with four wheels" could convey his or her understanding of the concept by drawing a simple diagram or illustration. Individualizing a science project at the secondary level may require a detailed picture or model of the subject being studied (i.e., the heart, plants, the weather) with labels being copied in English and possibly in the student's native language.
- *Adapting:* Adapting a primary or secondary level mathematics test or textbook for the LEP student whose computational skills are well-developed but whose reading skills are less so may involve deleting word problems in math altogether. To compensate for this deletion, you may wish to add more computational problems or to grade only the computation part of a test. Social studies assignments,

on the other hand, may require more language than the student possesses. Therefore, you may find simple memorization activities helpful for the LEP student; sample activities may include memorizing the states of the United States and their respective capitals, the names of the seven continents of the world, five explorers of the New World, or three Presidents of the United States. Activities such as unscrambling key vocabulary terms or matching vocabulary words with their definitions are also useful.

Modifying: In an elementary reading class, it would be quite feasible to use a lower level basal series for "reading time." The LEP student would still be responsible for reading but at a suitable pace and appropriate level. At both the elementary and secondary levels, spelling, grammar, and punctuation exercises may be assigned from a lower level textbook or workbook that corresponds to whatever the class is learning at the time.

Remember to frequently include concrete objects and everyday experiences across the curriculum. This will give the student a solid base in dealing with his or her new environment. Examples include:

Mathematics: using the calendar; handling money in the cafeteria or store.

Telling Time: changing classes; using daily movie, TV, and bus schedules.

Vital Statistics: height, weight, and age.

Survival Skills: address and telephone number, measuring distance; reading cooking measurements; making shopping lists, etc.

Science: hands-on experiments, plant and animal care, charts, graphs, illustrations, specimens.

Social Studies: hands-on experiences such as field trips, movies, magazine and newspaper clippings, collages, maps, flags, customs, and "show and tell," using materials from home or travels.

Art, Music and Physical Education: participating in all instructional and recreational activities; inviting the student to share activities of this nature from his homeland. These courses may provide the only outlets for the LEP student to express him– or herself.

Design a seating arrangement where the LEP student can be involved with whole group, individual, and peer group activities. The LEP student needs a flexible arrangement to fit his or her special needs. Sometimes just a small space where it is possible to concentrate is sufficient. You may find it helpful to seat the student near you or his or her buddy.

Will the LEP Student Understand My Classroom Rules and Follow Directions?

LEP students will follow your classroom rules very much the same way other students do. Indeed, it is important that the LEP student learn your classroom management system as soon as possible; otherwise, potential discipline problems may arise such as unruly behavior, classmate ridicule, and feelings of resentment. Although the first weeks may be a confusing time for the LEP student, it is important that he or she understand your expectations from the very beginning.

•The use of visibly displayed charts, graphs, and reward systems will assist you in communicating your expectations. Illustrate with symbols or pictures if there is any doubt about the difficulty of the language level.

•Reminders of rules and their consequences (both positive and negative) need to be in plain sight or easily accessible. Smiley faces, sad faces, checks, stars, 100% and for your younger students, stickers, are all easily recognizable symbols and quickly learned.

•Demonstrate consistency, concern, and control. These may be conveyed nonverbally, and an alert student will recognize classroom routines and expectations, like checking homework or going to the office for a tardy slip, very early in the school year. The LEP student's understanding of common classroom rewards such as "stickers," "outside," "treat," and "grade" are proof that the LEP student knows what is happening in the classroom. He or she must therefore be held to the same standards of appropriate behavior as the other students, and be rewarded or punished accordingly. Moreover, the other students need to see that the LEP student is treated as an equal.

•At the beginning, LEP students will attempt to follow verbal directions while actually observing modeled behavior. So, while speaking about a math problem in the text, for example, point to someone who has his or her math book open; hold up a ruler when telling the students to use a ruler for their work; when students are coloring maps for social studies, have a student show the LEP student his box of crayons, point to the map and nod "yes."

•While others are doing seatwork, the LEP student may copy from the board or a book, practice using appropriate worksheets, work quietly with a peer, listen to tapes, use a language master, or illustrate a topic.

•Design a list of commonly used "directional" words such as *circle, write, draw, cut, read, fix, copy, underline, match, add, subtract.* Have the LEP student find these "action" words in a picture dictionary with a buddy or alone. Then have the student illustrate these words with symbols or translate them into the native language. The student may keep these words in the front of a notebook, on the desk, or in a pencil case. They will help the LEP student become an independent learner, capable of being resourceful and occupied when you are not available to help. Underline or circle these terms on the board, on worksheets, or in consumable texts. When these words are recognized by the student, you can expect him or her to complete the assigned tasks independently.

What Can I Do to Learn About the LEP Student's Culture?

•Ask the student about his country and enthusiastically assign the country to your class as a social studies project. Engage the entire school in international education. The more you and your class ask and learn from the LEP student, the sooner he or she will feel confident and comfortable.

•Go to the library; read *National Geographic;* invite foreign speakers to your school such as families, religious leaders, merchants, visiting professionals. Keep current on movies, traveling exhibits, local festivals. Listen to the news and discuss pertinent issues with the class.

•Find out which holidays the LEP student celebrates and how they are celebrated. Find out whether the LEP student's customs are similar to American customs. On United Nations Day or during Brotherhood Week, have the students make flags and foods from different countries. Perhaps the LEP student has clothes, money, photos, artwork, songs, games, maps, an alphabet or number charts to share with other students. All are valid educational media. Invite

foreign parents to teach their native languages in your class for an exciting project. Celebrate "Christmas Around the World."

What Specific Activities Can I Do to Prepare the LEP Student for Life in the United States?

•Explain, demonstrate, and anticipate possible difficulties with everyday routines and regulations whenever time permits. If there is a large LEP population in your school or district, perhaps volunteers could compile pictorial or bilingual guidelines or handbooks with details of policy and procedures. Depending upon the student's experience(s) with formal education, the need for explanations may vary greatly. Consider the following routines as "teaching opportunities" to prepare the students for American culture:

IN CLASS

•Class rules (rewards, enforcement, consequences).
•School conduct.
•Morning rituals (greetings, calendar work, assignments, collection of money, homework).
•Library conduct (checkout, book return).
•Field trips/permission slips.
•Gym (participation, showers, attire).
•School photographs (dress, payment).
•Substitutes.
•Seat work/group work.
•Tests, quizzes, reports.
•Grades, report cards, incompletes.
•"Treats."
•Free time.
•Teams (choosing, assigning).
•Standardized testing (exemptions).
•Exams.
•Special projects (extra credit, double grades).

IN SCHOOL

•Breaks: bathroom, water, recess.
•Cafeteria routines: line formation, lunch passes.
•Fire drills.
•Assemblies/pep rallies/awards/ awards ceremonies.
•Contests/competitions.
•Holidays/festivities/traditions.
•Fund raisers/"drives."
•Routine health exams, screening.
•Suspension.
•Guidance counseling.
•Disciplinary methods (in–school suspension).
•Free lunch (income verification).
•"Family life" education (sex education).

AFTER SCHOOL

•Parent conferences and attendance.
•PTA meetings.
•Proms, dances, special events.
•Field days.
•Clubs, honor societies, sport activities.
•Detention.
•Summer school.

Resources

The National Clearinghouse on Bilingual Education is a federally funded center which provides information on programs, instructional materials, research, and other resources related to the education of LEP students. The Clearinghouse can also provide information on additional networks of federally funded centers that serve school districts with LEP students. Eligibility for free technical assistance from these centers varies according to funding priorities. For information, write or call: National Clearinghouse for Bilingual Education, 8737 Colesville Road, Suite 900, Silver Spring, MD 20910. Telephone: (301) 588-6898 or 1-800-647-0123.

For Further Reading

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This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400–86–0019. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.
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ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

Limited-English-Proficient Students in The Schools: Helping the Newcomer

Prepared by Terry Corasaniti Dale

December 1986

At The Beginning: Helping The Newcomer

In the 1980's, there is hardly a school in the United States which has not enrolled some number of limited-English-proficient (LEP) students. Administrators and teachers throughout the country are striving to meet the challenge of integrating these students from the beginning into the social and academic life of their schools.

LEP students and their parents need a network of support to familiarize them with school routines, to help them understand and comply with school rules and regulations, to help them take advantage of many school-related services and, ultimately, to successfully follow their designated course of study. There are a number of ways in which schools can provide such a network to make the transition to schooling in the United States easier.

What Administrators Can Do

One of the most important things administrators can do is to ensure that information about new LEP students is available to all school personnel, parents and students. As the "hub" of the information network, principals, counselors and office personnel should:

1. Have available names of interpreters who can be called on to help register students; to work with counselors and teachers in explaining school rules, grading systems and report cards; and to help when students are called in for any kind of problem or in case of an emergency. Many school systems have a list of such interpreters which is kept in the central office. A school can augment this list or start its own with local business people, senior citizens, college professors, students, and parents who are bilingual and who are available before, during or after school hours. Responsible students who are bilingual can also serve as interpreters when appropriate.

2. Have available for all teachers a list of LEP students that includes information on country of origin and native language, age, the last grade attended in the home country, current class assignments and any and all information available about the students' academic background. Since new LEP students are enrolled in school throughout the year, updated lists should be disseminated periodically. School staff who are kept aware of the arrival of new LEP students can prepare themselves and their students to welcome children from different language and cultural backgrounds.

How The School Staff Can Help

The most important and challenging task facing schools with LEP students is finding expedient ways to integrate new LEP students into the academic activities of the school. In most cases, it is nearly impossible for schools to know in advance how many LEP students will enroll from year to year or to foresee what level of academic skills students will bring with them. Nevertheless, school staff need to have a set of well-planned procedures for placing students in the appropriate classroom, as well as procedures for developing instructional plans, many of which must be developed on an individual student basis. School administrators should provide staff with the time and resources to accomplish this. The following activities are suggested:

1. Assess students' level of skills (including reading and mathematics) in their native language.

2. Assess students' English language proficiency, including listening, speaking, reading and writing skills. [It should be noted here that many school systems with large numbers of LEP students often have a center where all initial assessment is done and from where the information may be sent on to the receiving school. Schools in systems which do not have such "in-take" centers must complete student evaluation themselves.]

3. When class schedules are devised (particularly in intermediate and secondary school), schedule slots for classes where LEP students can be grouped for intensive, special classes in English as a second language and mathematics. LEP students should not be isolated for the entire school day; however, at least in the very beginning, the grouping of students according to English language proficiency or academic skills levels is essential. This is

Center for Applied Linguistics (CAL)
1118 22nd Street., NW
Washington, DC 20037

particularly true for schools with small numbers of LEP students scattered throughout grade levels. Planning ahead for such special groupings avoids disrupting schedules during the school year. The participation of school principals and counselors in this process is essential.

4. Conduct regular information discussion sessions with the school staff and resource people who know something about the students' languages, cultures, and school systems in the various countries of origin. Many schools schedule monthly luncheon sessions where staff who are working in the classroom with the same LEP students may meet and compare notes. Such discussions usually focus on appropriate instructional approaches to be used with LEP students, or how to interpret student behaviors or customs that are unfamiliar to the teacher. These sessions can be invaluable since they may constitute the only time that staff have the opportunity to consult one another, in addition to outside sources, on issues that are vitally important to classroom success.

What Students Can Do

A support network for LEP students is complete only when all students are included and allowed to help in some way. One way to involve the student body is to set up a "buddy system" which pairs new students with students not new to the system. Where possible, LEP students may be paired with responsible students who speak their native language. These student teams go through the school day together so that the newcomers may learn school routines from experienced peers who have gone through the adjustment period themselves.

New LEP students may also be paired with native English-speaking peers. In this way, LEP students begin to learn survival English at the same time that they are getting to know other students in the school. As tutors, student "buddies" may help newcomers with academic work, especially in classes where extra teacher help is not consistently available.

Teachers should initially establish buddy systems in their own classrooms, but student organizations, such as the student council, foreign language clubs, or international student groups can help maintain the systems.

A Final Note: Working Together

Administrators and teachers should encourage LEP students and their parents to participate in social and academic activities. A good way to get them started is to invite them to talk about the history, geography, literature and customs of their home countries in class. Such presentations should be a planned part of the curriculum throughout the year.

Many schools also plan special school assemblies (or even an entire day) to celebrate the cultural diversity of the student body or to spotlight outstanding work done by LEP students. Many other activities may be initiated which give LEP students and their English-speaking peers opportunities to interact and work together.

Schools which see LEP students and their families as rich sources of first-hand information about life in other countries and cultures are very often the most successful in helping LEP students to become productive, contributing members of the school community.

Resources

The National Clearinghouse for Bilingual Education is a federally-funded center which provides information on programs, instructional materials, research and other resources related to the education of LEP students. The Clearinghouse can also provide information on additional networks of federally-funded centers that serve school districts with LEP students. Eligibility for free technical assistance from these centers varies according to funding priorities. For information, write or call:

National Clearinghouse on Bilingual Education
8737 Colesville Rd., Suite 900
Silver Spring, MD 20910.
(301) 588-6898 or 1-800-647-0123

For Further Reading

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This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400-86-0019. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

LIST OF ENGLISH AS A SECOND LANGUAGE RESOURCE MATERIALS

1. Who Will Be My Mother?

DBB121	Big Book	$21.00	
D121RT	6 Pack	$19.80	(Age Range: 5-6)

In a Dark, Dark Wood

DBB112	Big Book	$21.00	
D112RT	6 Pack	$17.50	(Age Range: 5-6)

Mrs. Wishy-Washy

DBB105	Big Book	$21.00	
D105RT	6 Pack	$19.80	(Age Range: 5-6)

One Cold, Wet Night

DBB113	Big Book	$21.00	
D113RT	6 Pack	$17.50	(Age Range: 5-6)

The Red Rose

DBB117	Big Book	$21.00	
D117RT	6 Pack	$19.80	(Age Range: 5-6)

Noise

DWP1593	Big Book	$21.00	
DWP7362	6 pack	$18.00	(Age Range: 5-7)

Understanding Mathematics Series:

How Many?

DBB2335	Big Book	$26.00	
D2335	Small Text	$4.00	(Age Range: 5-7)

What's the Time, Mr. Wolf?

DBB2343	Big Book	$26.00	
D2343	Small Text	$4.00	(Age Range: 5-7)

How Big is Big?

DBB2351	Big Book	$26.00	
D2351	Small Text	$4.00	(Age Range: 5-7)

My Wonderful Aunt Series:

Story One:

DWP1056	Big Book	$26.00	
DWP0813	Small Text	$4.40	(Age Range: 8-11)

Story Two:

DWP1064	Big Book	$26.00	
DWP0821	Small Text	$4.40	

Story Three:

DWP1542	Big Book	$26.00	
DWP083X	Small Text	$4.40	

Order from: The Wright Group
10949 Technology Place
San Diego, CA 92127
Telephone: 1-800-523-2371

2. Practical English Learning Cards
0-8325-0324-X $49.95

Bilingual Fables/Tina the Turtle and Carlos the Rabbit
0-8442-7446-1 $4.95

Bilingual Fables/Chiquita and Pepita-The City Mouse and the Country Mouse
0-8442-7446-1 $4.95

Habia Una Vez (includes Goldilocks and Little Red Hen)
0-8442-7333-3 $6.50 (in Spanish only)

* Cassette tapes of the above readers have been developed for the Virginia Migrant Education program. The English and Spanish versions are included on each cassette. To obtain cassettes contact Mr. George Irby at (804) 225-2911.

University of Chicago Spanish Dictionary
0-8442-7852-1 $6.95

Order from: National Textbook Company
4255 West Touhy Ave.
Lincolnwood, Illinois 60646-1975
Telephone: 1-800-323-4900

3. Jazz Chants - Carolyn Graham (Young Adult/Adult)
502-429X Student Book and Cassette $18.50

Jazz Chants for Children - Carolyn Graham (Elementary)
502496-6 Student Book $8.95

Jazz Chants for Children
502576-8 Teacher's Edition and Cassette $22.00

Order from: Oxford University Press
16-00 Pollitt Drive
Fairlawn, NJ 07410
Telephone: (212) 679-7300

4. U.S. Express (Student magazine; Grades 6-12)
14 Biweekly Issues (Teacher's Guide free with 10 or more student subscriptions)

Boss for a Week

9J64641	Big Book	$16.50
9J00351	Student Book	$2.21

Caps for Sale

9J64643	Big Book	$16.50
9J65000	6 Pack	$11.25

4. Continued

Chicken Soup with Rice
9J64645 Big Book $16.50
9J41033 Student Book $2.21

La Gallinita Roja (Little Red Hen)
9J64785 Big Book $16.50
9J71880 Student Book $2.21

The Little Red Hen Book
9J64654 Big Book $16.50
9J71726 Student Book $1.88

More Spaghetti, I Say!
9J64656 Big Book $16.50
9J41199 Student Book $1.88

Noisy Nora
9J64658 Big Book $16.50
9J71437 Student Book $2.21

The Three Billy Goats Gruff
9J64662 Big Book $16.50
9J71768 Student Book $1.88

* Cassettes of most of these books are available through Scholastic, Inc.

Order from: Scholastic, Inc.
P.O. Box 7502
2931 East McCarty Street
Jefferson City, MO 65102
Telephone: 1-800-325-6149

5. Teddy Bear Search (Pre-K - 1)
MB8510 $8.95

Three-Scene Sequence Poster (Pre-K - 3)
MB7546 $11.95

Four-Scene Sequence Cards (Pre-K - 3)
MB7547 $7.95

Learn the Alphabet (K - 2)
MB9502 $6.95

Clock Dial (1 - 3)
MB8062 $4.95

Individual Clock Dials (1 - 3)
MB7620 12 clocks $8.95

5. Continued
Eight-Scene Sequence Cards (1 - 3)
MB7548 $7.95

Order from: Media Materials, Inc.
Department 890941
2936 Remington Ave.
Baltimore, MD 21211-2891
Telephone: 1-800-638-1010

6. Live Action English (TPR approach) [Secondary, Adult]
Student text $6.25 (ISBN 0-88084-025-0)

Handbook for Citizenship (Secondary, Adult)
Student text $6.95 (ISBN 0-88084-323-3)

Order from: Alemany Press
2501 Industrial Pkwy. West, Dept. ALRQT
Hayward, CA 94545
Telephone: 1-800-227-2375

7. Scrabble in Spanish
N7703-9 $26.50

English Picture Dictionary
0-8442-5447-9 $7.95

Spanish Picture Dictionary
0-8442-7630-8 $8.95

Diccionario Bilingue Ilustrado
Level 1 (K - 2)
0-8325-0052-6 $8.50

Level 2 (2 - 4)
0-8325-0053-4 $9.20

Level 3 (4 - 8)
0-8325-0054-2 $10.50

Order from: Flame Co.
1476 Pleasantville Rd.
Briarcliff Manor, NY 10510
Telephone: (914) 762-3466

8. Content Connection (Grades 7 - 12)
S-369-3 Student Book $15.95
S-370-7 Teacher's Guide $19.95

8. Continued

John Burningham Readers - Four Book Set (in Spanish)
1,2,3
Colores
Contrarios (Opposites)
Animales
ST110 HB 4 Book Set $17.95

Sapo y Sepo Inseparables (Frog and Toad Together)
3047-1PB $7.95

(Pre K - 1)

Sapo y Sepo Son Amigos (Frog and Toad are Friends)
3043-9PB $7.95

El Pequeño Nicolas (Grades 2 - 4)
391-X PB $6.50

Order from: Santillana Publishing Co.
257 Union Street
Northvale, NJ 07647
Telephone: 1-800-526-0107

9. The Cat in the Hat Beginner Book Dictionary in Spanish
(Grades 1 - 3) $9.55

Bantam Spanish-English Dictionary (paperback)
Excellent portable dictionary $3.15

Order from: Lectorum Publications
137 West 14th Street
New York, NY 10011
Telephone: 1-800-345-5946

10. Dolch Picture Word Cards (95 common nouns)
H0150E $4.25
H0230E Group-sized Word Cards $8.00

Dolch Group Word Teaching Game
H0180E $7.00

Alphabet Photo Posters (29 posters)
G2400E $35.00

Prefix Puzzles
498E $12.00

Suffix Puzzles
499E $12.00

10. Continued

Associations
F4810E Set 1 (50 cards) $9.00
F4820E Set 2 $9.00

Opposites (40 pairs)
F4900E $12.00

Consumer Sequential Cards
469E $9.75

Independent-Living Sequential Cards
470E $9.75

Shopping Lists Games
Games I (make change up to $5.00) 321E $19.50
Games II (make change up to $70.00) 365E $19.50

Coin Puzzles
340E $14.00

Laminated Teaching Clock
449E $19.95

Clock Puzzles
354E $14.00

Consequences (71 cards depicting thought-provoking problems for class discussion)
161002E $19.00

The Bugs, the Goats and the Little Pink Pigs
G5361E Big Book $18.00
G5261E Student Book $3.25
G5365E Cassette $6.95

The Bugs, the Goats and the Little Pink Pigs (in Spanish)
G6361E Big Book $18.00
G6261E Student Book $3.25

Susie Moriar
G5361E Big Book $18.00
G5251E Student Book $3.25

Susie Moriar (in Spanish)
G5361E Big Book $18.00
G5251E Student Book $3.25

10. Continued

Here are My Hands

G5371E	Big Book	$18.00
G5271E	Student Book	$3.25
G5375E	Cassette	$6.95

Wordsong

G5391E	Big Book	$18.00
G5291E	Student Book	$3.25
G5395E	Cassette	$6.95

Argyle Turkey Goes to Sea

J0312E	Big Book	$21.50
J0322E	Small Book	$3.25

Argyle Turkey Goes to Ganderland

J0313E	Big Book	$21.50
J0323E	Small Book	$3.25

Order from: DLM Teaching Resources
One DLM Park
Allen, Texas 75002-1302
Telephone: 1-800-527-4747

11. Life Science in Action Series: (Reading Level: 2.5 - 4.0)

Green Plants	0-915510-76-6	$2.95
Animals	0-88102-022-2	$2.95
The Five Senses	0-915510-75-8	$2.95
Human Systems	0-915510-75-8	$2.95

Physical Science in Action Series: (Reading Level: 2.5 - 4.0)

Sound	0-915510-78-2	$2.95
Machines	0-88102-090-7	$2.95
Electricity	0-915510-77-4	$2.95
Energy	0-88102-020-6	$2.95

Earth Science in Action Series: (Reading Level: 2.5 - 4.0)

The Solar System	0-915510-80-4	$2.95
Earth Resources	0-88102-025-7	$2.95
Weather	0-915510-79-0	$2.95
Changing Earth	0-88102-024-9	$2.95

12. The Five Senses Series: $3.50 each (Ages: 3 - 5)

El Gusto	3608-5	Taste	3566-6
El Olfato	3607-7	Smell	3565-8
El Oido	3606-9	Hearing	3563-1
El Tacto	3609-3	Touch	3567-4
La Vista	3605-0	Sight	3565-X

12. Continued

The Family Series: $3.50 each (Ages 3 - 5)

Los Niños	3608-5	Children	3850-9
Los Jovenes	3855-X	Teenagers	3851-7
Los Padres	3856-8	Parents	3852-5
Los Abuelos	385706	Grandparents	3853-3

Order from: Barron's Educational Series, Inc.
250 Wireless Blvd.
Hauppauge, NY 11788
Telephone: 1-800-645-3476

E.S.L. RESOURCE MATERIALS FOR TEACHERS

1. E.S.L. Teacher's Activities Kit - Elizabeth Claire
   P13-283979-2 $24.95

   Order from: Prentice-Hall
   c/o Order Department
   200 Old Tappan Road
   Old Tappan, NJ 07675
   Telephone: 1-800-223-1360

2. Making it Happen - Patricia Richard-Amato
   75692 $24.95

   Order from: Addison-Wesley/Longman
   Order Department
   Route 128
   Reading, MA 01867
   Telephone: 1-800-447-2226

3. Guide to Culture in the Classroom - Muriel Saville-Troika
   P06 $4.00

   Order from: The National Clearinghouse for Bilingual Education
   11501 Georgia Ave., Suite 102
   Wheaton, MD 20902
   Telephone: 1-800-647-0123

4. Techniques in Teaching Writing - Ann Raimes
   434131-3 $7.50

   Order from: Oxford University Press
   ELT Order Department
   200 Madison Ave.
   New York, NY 10016
   Telephone: (212) 679-7300

5. Assessment of Language Minority Students - Else V. Hamayan, Judith A. Kwiat and Ron Perlman

   Order from: Illinois Resource Center
   1855 Mt. Prospect Rd.
   Des Plaines, IL 60018
   Telephone: (312) 803-3112

6. The Whole Language Evaluation Book - Kenneth S. Goodman, Yetta M. Goodman and Wendy J. Hood
0-435-08484-4 $16.50

Order from: Heinemann
70 Court Street
Portsmouth, NH 03801
Telephone: (603) 431-7894

7. Cooperative Learning Resources for Teachers - Spencer Kagan, 1989 edition

Order from: Spencer Kaga, Ph.D.
Resources for Teachers
27402 Camino Capistrano
Suite 201
Laguna Niguel, CA 92677
Telephone: (714) 582-3137

Elementary ESOL Education News

The Official Publication of the English to Speakers of Other Languages in Elementary Education Special Interest Section

Teachers of English to Speakers of Other Languages

SUMMER 1990 EDITOR: CAROLINE LINSE VOL. 13 NO. 1

Oral Language Development—Common Sense Strategies for Second Language Learners in the Primary Grades

by Christine Sutton

Scene: A fall morning on an elementary school playground. A young girl runs up to show her teacher a clump of flowering weeds that she has just pulled from the edge of the grounds.

Daisy: Look, teacher.... for you.

Teacher: Oh, Daisy, they're beautiful. (Pointing to the small flowers) Do you know, these flowers are called daisy... just like you. (The *did* look like very small daisies.)

Daisy: (After thinking for some time, points to each flower in the clump.) This one is Daisy, one is Narrong, this one Minh Thu.

The Unfamiliar World Called "School"

My class of kindergarteners began school last fall with very limited English proficiency; at least, that's what the oral language tests revealed. However, they entered school obviously eager to explore and discover. For all but a couple of them, school was a brand-new experience; for most, it was their first time away from family and from the comfort of their native language environment.

For young, non-English speaking children, school can be a series of frustrating, even terrifying, experiences. They don't understand what's going on, what the teacher or their classmates are saying, or what they're supposed to do. What appears to be a goldmine of toys, gadgets and material goodies seems to come with an endless set of incomprehensible restrictions regarding their use ("It's not time to look at the books," "Only four children in the house corner," "now it's time to listen"). Young children often show their feelings of frustration and fear more directly than older children do in the same setting. They cry, they fidget and wiggle, they hit each other—communicating physically what they cannot put into words.

How, then, does a teacher create a setting which allows children to overcome their fears, explore their new surroundings without doing in their classmates, and get on with the business of learning? In short, how do we enable the Daisies to bloom?

Making School a Place for Language Acquisition

For me, there are three basic guides to establishing an environment in which children flourish and develop their abilities to express themselves:

1) The classroom is one in which there is a great deal of warmth, love and respect. The teacher genuinely enjoys being with children, talking with them, hearing what they have to say. The children become part of a caring "family."
2) The classroom is a rich source of experiences that children can enter into with relish. We know that children develop language through highly contextualized, concrete experiences (Dulay, Burt and Krashen, 1982). A rich language environment, then, presumes a wealth of interesting things *to do*.
3) The classroom is a place where language is the means to some purposeful end, not the end, in and of, itself. Although language development may be a primary focus in the mind of the teacher, it is not the obvious focus for the students.

Establish a Warm, Caring Environment

Transforming a classroom into a homey place can be a challenge. Cement block walls, desks, chairs, and grungy venetian blinds do not look very inviting. A storage closet or makeshift instructional space in the corner of a gym are even less so. However, several practices can help to soften the institutional look and create a more welcoming place.

- Use colorful, inviting decorations, pictures, posters, and materials arranged at children's eye level and within their reach.
- Include familiar, comforting objects. I had one student who insisted on holding a stuffed bear each day as he worked. A comfortable cushion can provide a place to relax with a book or a friend.
- Define spaces where children can work with one another—a reading corner, a listening center, a house area.
- Display children's projects and work.

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- Arrange furniture and materials to encourage collaboration and interaction among students. For example, group desks/chairs in conversational work clusters.

For a detailed discussion of effective ways to organize a classroom to promote oral language, see "Yes, Talking!" (Enright and McCloskey, 1985).

Foster the Feeling of Family

- Provide evidence of your being a real person. (Remember when you first discovered that your teachers didn't live at school?) Keep a photo album at school, participate in "show and tell" time, talk about what you do over the weekend, just as the children do.
- Spend time with each child individually. It might be only a few minutes each day or every other day, but it establishedsa bond of trust and allows you to get to know your students. Sharing a book, working a puzzle with a student, blowing bubbles, looking at rocks on the playground, finishing up a special art project are examples of the types of activities that parents share with children when they spend time together.
- Make an effort to include activities, objects and approaches to tasks which are culturally familiar to the students. For example, snack time can include rice cakes, enchiladas and ramen noodle soup as well as peanut butter, popcorn and pizza. Stories, games and pictures should reflect the children's diverse backgrounds as well as the U.S. culture they are trying to learn. Cooperative hands-on tasks may be more familiar than independent seatwork.

Provide Interesting, Engaging Activities

Once children are involved in "doing," the language which envelops the activity makes sense and flows more naturally. In this regard, kindergarten is the perfect place for children to acquire a new language because so much of what occurs in hands-on. Unfortunately, once students reach first grade, they lose many of these opportunities to use language concretely in context. We must then create situations for children to count with a purpose, to work with actual objects and materials instead of abstract facsimilies, to learn and express themselves through play. Acting out the "Three Billy Goats Gruff," dressing up, using puppets and building with blocks create meaningful contexts for children to talk with one another. Similarly, when older students collaborate on projects, problem-solve together, or conference with one another about their work, communication is a necessary ingredient.

Language is a means to an end. When we think about the ways oral language plays a role in our daily lives, it is evident that there are many important and varied uses:

- Giving and asking for information.
- Expressing feelings or wishes.
- Cajoling.
- Negotiating.
- Clarifying.
- Organizing our thoughts, our schedules, our plans.
- Chatting with friends.
- Listening for relaxation and enjoyment.

Rarely, if ever, do we focus on language for its own sake. Rather, language is the tool which permits us to accomplish other goals, to bring meaning to a given context. We have recognized for some time now that children develop their language capabilities by using language for meaningful communication. And yet we seem to have difficulty letting go of the urge to have students practice the past tense in isolation, asking questions in cases where the answers are evident to all, or sit under the table in order to elicit a particular part of speech.

Capitalize on Situations Where Language Occurs Naturally

In order to help children develop their ability to use language effectively, create or take advantage of situations where the language takes place naturally and realistically.

- Structure activities that generate communication. It is amazing what three pairs of scissors, a bottle of glue and three tracing patterns at a table of six children produces in the way of language usage. It also provides an excellent opportunity to reinforce manners and non-violence as tools of negotiation. Very simple activities that are new to the students will produce questions and comments because the children genuinely want to know about what's happening. I recently took a small group of students to the teacher workroom to photocopy their hands. There was an inevitable flood of questions:

  "How does it do that?"
  "Can I keep it?"
  "Can I take one for my sister?"

- Seize teachable moments. If it is snowing, try to capture some flakes to examine and then make paper snowflakes. If it is foggy, go outside and *feel* the fog—otherwise, the phenomenon is a difficult one to pin down in words. Using teachable moments is the classroom equivalent of the here-and-now approach that adults use with very young children acquiring their first language. "Oh, look, there goes a fire truck." "Do you want more juice?"
- Enjoy the many oral traditions of this culture and of the cultures of your students. Games, jump rope rhymes, stories, songs, riddles and jokes play an important role in the development of young children within a specific cultural context. Share these traditions with your students and invite others to share theirs through in-class visitors, field trips, movies, books and music.
- Provide learning experiences which elicit honest, natural communication. Asking a child her favorite color is a legitimate question; asking her the color of her shoes is not. Explaining how to complete an art project while demonstrating the various steps will help children comprehend both the language and the task at hand. Requiring a child to answer the question, "What day is it?" with a complete sentence may be counter-productive if the response is unnatural.

In summary, children blossom, their talents emerge and their ability to express themselves grows strong when they have the opportunity to participate actively in a caring environment that offers varied and inviting activities. Our challenge as teachers is to create such an environment for our young friends. Keeping three common-sense strategies in mind will help make our task easier. Create a warm, friendly environment; plan many interesting, hands-on activities, build in opportunities for students to communicate meaningfully with you and with their classmates.

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Chapter 5

Children's Literature: The Natural Way to Learn to Read

Linda Leonard Lamme

Tameshia was sitting on the school bus carefully pointing to each word in a book and singing, "Mary wore her red dress, red dress, red dress...." The bus driver had to remind her to get off the bus and in doing so commented on her reading. Tameshia replied, "I learned to read on the first day of school! Wait till Ma sees this!"

Tameshia had indeed learned a lot about reading that first day of school. First thing in the morning her teacher asked the children if they would like to sing some of their favorite songs. Tameshia suggested "Mary Wore Her Red Dress." After the class had sung the song, the teacher showed them *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* (Peek). She sang/read the book with the children several times (at their request) pointing to each word. The last time they sang, the teacher tape recorded them. She then put the book in the listening center and showed the children how to run the tape recorder and use the earphones. The teacher noticed that Tameshia returned to the listening center several times during free play to listen to the tape and look at the book, so at the close of school she asked Tameshia if she would like to borrow the book for the night to read to her parents.

How different Tameshia's experience is from that of many children who spend their reading time in school filling out worksheets and reading stories from uninteresting books. Instead of coming home with a list of words to memorize or worksheets to correct, Tameshia comes home excited, entertains her parents, and receives accolades for her first steps toward becoming a reader.

Many primary school teachers recognize that children can be taught at school the way early readers are "taught" at home–by reading stories in real books. Right from the start the goal of reading instruction is to help children become avid readers, for if children love to read, they will read, and if they do read, they will become competent readers. However, many children who are drilled on reading skills never learn to love to read and never read anything beyond what is required. Individuals who can read but don't are no better off than individuals who cannot read. They might as well be illiterate, for they derive none of the pleasure or information from print that readers enjoy.

A key to developing early and successful primary school readers is to replicate as far as possible the conditions prevailing in the homes of early readers. How do most of these early readers achieve success so easily? Writing and pointing out environmental print have a lot to do with learning how to read (Sulzby, 1985). The core of a home reading program, however, is lap reading–the stories most early readers enjoy prior to naptime and bedtime every day prior to entering school. Children with this sort of background usually come to school loving books; they possess a storehouse of solid concepts about reading.

The way a child views reading is important. An ethnographic study revealed that first graders in the high and low reading groups have vastly different concepts about reading (Bondy, 1985). Children in the high reading group think reading is a way of learning, a private pleasure, and a social activity. In contrast, children in the low reading group think reading is saying the words correctly (or cracking the code), doing schoolwork, and a source of status. It is no wonder that the children in the low group have difficulty learning how to read. They don't even know what reading is all about.

Activities in the classroom contribute to children's concepts of reading. The methods and materials used by primary grade teachers have influence beyond what has traditionally been recognized in contributing to the ease with which children learn to read.

Whole Language Classroom Routines

A literature based reading program is rooted in the whole language approach, which has children learn from whole language units, such as songs, poems, and simple stories. Reading is done in context, as opposed to a basic skills approach in which children learn isolated skills such as letter sounds. The amount of transfer from skillpacks and worksheets to the actual process of reading is questionable. Letters and sounds are abstract concepts for children in the concrete operations stage of cognitive development.

Whole language approaches stem from research (Newman, 1985; Smith, 1981) on successful learners, especially early readers who learned how to read at home without school instruction. The methods of instruction aim at helping all children adopt the reading behaviors of good readers recognizing that there are some important distinctions between good and poor readers.

- When they come to an unfamiliar word, good readers use many different word analysis strategies, while poor readers "sound it out." If sounding it out fails, poor readers have no alternatives.
- Good readers self correct if they make

a mistake that does not make sense; poor readers ignore their reading errors.

- Good readers read for meaning; poor readers read to pronounce words correctly.
- Good readers reread favorite books and become fluent readers; poor readers seldom reread and thus rarely experience fluency.
- Good readers seek out books by favorite authors; poor readers don't notice who wrote the books they read.
- Good readers read for their own pleasure; poor readers read because it is a school assignment.
- Good readers discuss books with their friends and exchange opinions on good books to read; poor readers do not discuss reading.

The strategies teachers use to achieve positive reading behaviors are similar to those used in literate homes. They fit the strategies into a literature oriented reading program through a series of daily activities involving books.

Reading Aloud by the Teacher

Several times each day the teacher reads aloud for the entertainment of the children. It is amazing how many adults remember a teacher who read aloud to them in elementary school. We have forgotten the worksheets and textbooks, but we remember being read to. An activity that has such a lasting impact must be worth a great deal. While reading aloud, the teacher models reading behavior. Reading aloud also whets the appetite for good stories. It exposes children to literature they would not be able to read themselves. It shows them what real readers do and gives them a goal for learning to read.

If books that are read aloud are placed in the classroom reading collection, children can learn to read by rereading familiar books, just as children do at home. Reading aloud creates a community spirit surrounding books; it gives children something to talk about, a reference point for extending literature into the entire school day. Witness a first grade teacher who asked the children to line up

Teaching Idea

Big Books and Little Books

A kindergarten teacher made a "big book" of the children's favorite Mother Goose rhymes and another of modern rhymes. Big books (Holdaway, 1979) are used to replicate lap reading with small groups of children. They are exact copies of storybooks, but are large enough to be seen by a group of children.

- The teacher copied the words from her big books into two small replicas for each child in the class to take home.
- Parents were asked to read one of the books aloud to their child before bed each night. They were very enthusiastic about their children's emerging reading behaviors.

Adapted from an idea by Eileen Rudenko, Duval Elementary School, Gainesville, Florida.

Daily Reading

One first grade teacher has dealt with the problem of students not having time or a place to read at home. Each morning one of the seatwork assignments she gives the class is "Read a book."

Adapted from an idea by Sandra Kolb, Stephen Foster Elementary School, Gainesville, Florida.

Teaching Idea

right behind one another, "just like *Swimmy*" (Lionni).

Chanting from Charts

Primary school teachers have long used charts as part of their instructional programs. Language experience advocates take dictation from groups of children to make simple, repetitive charts that are easy to read. A chart on "Our Pets" might include this sentence pattern: "Laurel has a cat named Tosh." "Ary has a dog named Winn." "David has a hamster named Lew."

When these sentence patterns come directly from children's books, the literature connection is even stronger. Songs and chants found in children's books can be reproduced on charts for oral chanting or singing. New verses can be invented using the children's names for easy reading. "Sam, Sam, what do you see?" is easily recognized by children as a variant of *Brown Bear, Brown Bear* (Martin).

Using charts until the children can read what is on them is important. Many teachers find that beginning readers learn concepts of print by playing with written language as they played with oral language when learning how to talk. These teachers make duplicate copies of charts in the form of sentence strips that children can manipulate or match with the print on charts. It is easier, of course, for children to match whole sentences or phrases than to match individual words. But as children become more accomplished at reading, they can put the words to familiar verses in the proper order by manipulating the words like a puzzle.

Silent Reading by Children

A very important part of the reading process is selecting something to read and sustaining silent reading long enough to get something out of the reading material (Sulzby, 1985). Many children never read anything that is not assigned by the teacher. They go to a library and are at a loss for how to find a good book to read. Many children come from homes where there is no quiet moment without television or some other activity, so they never have a quiet time set aside for reading. Silent reading needs to occur daily.

Lap Reading

For children just learning to read, there is no substitute for reading one-on-one with an accomplished reader. When we read aloud to groups there is less opportunity to be responsive to individuals, to have children turn

"Read Time" for the Whole School

Teaching Idea

One elementary school principal designates "Read Time" throughout her school.

- At the end of each day the children prepare to go home and then either the teacher reads aloud or the children read silently for the last twenty minutes of the day.
- This principal reports several unexpected results of her "Read Time" program.
  - The circulation in the school library has increased more than 40 percent, for each child has to have a book available to read at the end of the day.
  - "Read Time" creates a calm, pleasant mood, which is reflected in a substantial decrease in the number of altercations in bus lines and among children who walk home.

Adapted from an idea by Kathryn Eward, W.J. Creel Elementary School, Melbourne, Florida.

the pages, to follow the print with their eyes, and to make comments about what they are reading. Yet few teachers find they are able to spend fifteen minutes a day with each child who is learning to read. A solution is to invite volunteers such as senior citizens into the classroom to sit in a comfortable chair and read with individual children.

Book Discussions

Reading in a large group, with a buddy, or by oneself gives children reading time during the day, but to progress in reading ability, children need to put reading into a social context as well. Book discussions, held after a read aloud session or silent reading time, can be structured in many different ways.

Sometimes teachers meet with small groups while the rest of the class is reading. Then the teacher asks comprehension questions about character and plot, which get the children to think about and share what they are reading.

In one school all the kindergarten children take a book home each night for their parents or older siblings to read to them. Each day starts with sharing time where the children tell about what was read to them the night before; then they exchange books. Enlisting parental help is a sure way to help a literature reading program succeed.

Writing

Daily writing by primary children often reflects their daily reading. Some children keep reading journals or diaries with their reactions to the books they are reading.

Child illustrated books make another important addition to the classroom library Many primary classrooms participate in Writer's Workshop where the children write and revise their work with the goal of publishing their pieces in handmade books.

Storytelling

Even before children read stories, they can tell them; such oral language activities lead into reading. Storytellers learn many concepts about reading, especially story sequence or schema, phrasing, and dialogue. Young children benefit from the concreteness of story enactment. By supplying a few simple props, teachers encourage children to act out familiar tales. Children enjoy telling puppet and flannelboard stories. Use of these manipulatives helps children, especially kinesthetic learners, remember storylines.

Storytelling without props, however, is an important experience for young children. In a study which examined the responses of preschoolers to told versus flannelboard stories, it was obvious the children attended more to the tale itself in the told version and to the visual characters in the flannelboard version. In addition, the children were more involved verbally and physically in the told version (Kaiser, 1985).

The Reading Materials

There are several kinds of books especially well suited for helping children learn to read. Books with the elements of prediction–repetition and sequence–are prime sources for beginning reading material (Rhodes, 1981). Some of these are produced as big books; for example, *A House Is a House for Me* (Hoberman), *Brown Bear, Brown Bear* (Martin), and *Mrs. Wishy-Washy* (Wright Story Box Program). Big books make it possible for every child to see the print as groups read them together.

Books labeled easy to read are often deceptive. Some are written in simplified language with short sentences and controlled vocabulary. This kind of writing may actually make a story less predictable and the language less natural than a story not written by formula. Many of these books are, therefore, more difficult to read than some regular children's picture books that are predictable and use precise vocabulary (Moe, 1978). Because controlled vocabulary books may lack the sophisticated language needed to make them enjoyable listening, they are best used for silent reading if children elect to read them.

There are several factors to consider when selecting books for a primary reading program. First, there should be variety–picture books, folklore, fantasy, and poetry–as each type of book has something special to offer the beginning reader. Second, the stories should deal with a range of real life and imaginative topics. Children need to see themselves in books, but they also need to stretch their imaginations. Books with these characteristics will be memorable and will invite rereading. Third, books of good quality need to form the core of the collection. The stories should have well developed characters, interesting language, engaging plots, and vivid themes. Although it is tempting to read aloud to the class any book a child brings from home, it is better for children to have the books that are read aloud represent the best of children's literature. You risk boring or frustrating children when you share with them books that are poorly written or illustrated.

How does a primary grade teacher go about acquiring quality children's books? Some teachers spend money they formerly spent on workbooks. Also, with help from parents and parent groups, it is not hard to stock a primary grade classroom with 400 or 500 children's books (many paperbacks), including multiple copies of favorites (Milz, 1985). The classroom also needs several subscriptions to

Older Child as Reader

Teaching Idea

Children of different ages can be paired for reading time. For example, fifth graders might read to kindergarteners or first graders.

- Every other Friday afternoon one kindergarten teacher goes to a fifth grade to train the older children in reading aloud to younger ones. Because scheduling does not permit all of the fifth graders to come to the kindergarten, each fifth grader reads to two kindergarten children at once.
- This teacher reports three key factors that insure a successful buddy reading program.
  - First, the program needs to be carefully planned so the children know precisely when and where to meet and what to do.
  - Second, the older children need training in how to read aloud from different types of books.
  - Third, book selection is critical. It is important to find books that the older children can read successfully to the younger ones and ones the younger children will enjoy.

Inevitably the children's comments are enthusiastic about buddy reading. One fourth grade boy was absent one day and missed reading with his kindergarten buddy. When the child returned to school the following day, he asked his teacher if his buddy had been read to, and when the teacher told him who had taken his place, the boy went right over to the substitute and asked how his buddy had done and "Did he behave himself?" This kind of responsible behavior was new for this particular boy.

Adapted from an idea by Suzanne Colvin, Duval Elementary School, and Josephine Reddick, Stephen Foster Elementary School, Gainesville, Florida.

high quality children's magazines for primary grades, such as *Highlights for Children*, *Ranger Rick's Nature Magazine*, and *Cricket*. Weston Woods and Scholastic are sources of audiovisual media on children's literature.

With these guidelines in mind, the following types of books are especially effective for helping primary grade children to become avid readers.

Books that Are Repetitive

We have all heard children ask to have the same story read repeatedly. Researchers looking at emergent reading behaviors have documented the value of repetitive readings for young children (Holdaway, 1979; Clay, 1985). Depending on the type of book being read, children are learning language patterns, story schemata, and sequence by hearing and reading books repeatedly. They eventually match the words they say with the words they see.

Chants, such as *Brown Bear, Brown Bear* (Martin) and song picture books such as *Oh A-Hunting We Will Go* (Langstaff) are so repetitive they can be read instantly. Young chil-

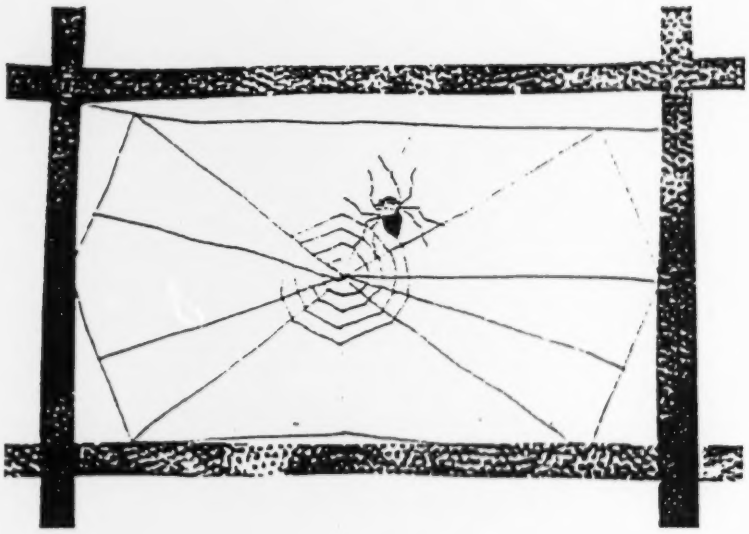

Illustration by Eric Carle reprinted by permission of Philomel Books from ***The Very Busy Spider*** *by Eric Carle, copyright © 1984 by Eric Carle.*

dren can easily repeat what goes with each picture, and since only a word or two change on each page the chant becomes easy to memorize. Similarly, children learn that there is a match between the chant they have memorized and the print on the page.

Several parts of a story can be repeated. Stories such as *The Little Red Hen* (Galdone) have repetitive phrases such as, "'Not I,' said the...." throughout the story. In *The Doorbell Rang* (Hutchins), a highly repetitive and predictable book, the line "'And no one makes cookies like Grandma,' said Ma as the doorbell rang." is repeated five times. The book also appeals because of its touch of humor and surprise ending.

Two sentences are repeated eight times in *The Very Busy Spider* (Carle). Each time another animal asked the spider to play, "The spider didn't answer. She was very busy spinning her web." The book is predictable because each animal makes its common animal sound and asks the spider to participate in an activity commonly associated with that animal, as in, "'Oink, Oink,' grunted the pig. 'Want to roll in the mud?'" The sentence patterns repeat and there is great content predictability in this story.

Several stories have the text or a summary of it repeated at or near the end of the book for a review. *Good-Night, Owl!* (Hutchins) is an example. The entire text is repeated verbatim. In *Mr. Gumpy's Outing* (Burningham), passengers in the boat do just what Mr. Gumpy predicted they might do earlier in the book, which forms a summary of the action all on one page.

Cumulative stories combine a repetitive format with a new character or event to set the stage for prediction. In *Drummer Hoff* (Emberley) each officer contributes one more item toward the firing of the cannon, and each time the previous contributions are repeated right down to, "but Drummer Hoff fired it off." A well known cumulative rhyme is *The House that Jack Built* (Galdone). *Bringing*

Learning about Illustrators

Teaching Idea

In one first grade the entire class studies children's book illustrators.

- The teacher gathers all the books by a particular illustrator, reads them to the children, and has them on display for a week or longer.
- When the children finish studying these books, they participate in art projects using the media of the illustrator and write notes to the illustrator.
- The teacher binds these notes into a book and mails them to the illustrator, who typically responds by sending the class a letter, often including a photo or drawing. The responses are placed in a photo album and put in the classroom reading corner.

Adapted from an idea by Vera Milz, Way Elementary School, Bloomfield Hills, Michigan.

the Rain to Kapiti Plain (Aardema) is the same sort of rhythmic tale that tells how Kipat ingeniously brings rain to the arid Kapiti Plain. Each verse ends with

The big, black cloud,
all heavy with rain,
that showered the ground
on Kapiti Plain.

With cumulative tales it is fun to give each child or group of children different lines to recite until, at the end, the whole class is chanting the rhyme. Most, but not all, cumulative tales rhyme. In *One Fine Day* (Hogrogrian), the fox carries out the directions of an assortment of individuals in order to have his tail sewn back on. This tale is not a rhyme, but it does repeat all of the events in reverse order when the fox finally is able to meet the demands of his creditors.

Some stories have refrains. *Chicken Soup with Rice* (Sendak) contains a slight variation in each chorus of "Sipping once, sipping twice, sipping chicken soup with rice." Many songs that normally are sung with refrains do not have the refrains included in the book version, but these can be added if the words are written on charts or in homemade books.

Some folktales repeat segments of the plot three times. Examples are *The Three Billy Goats Gruff* (Blair), *The Three Bears* (Galdone) and *The Three Little Pigs* (Galdone). After the first and second animal have climbed over the bridge, sat in a chair, or built a house, children can anticipate what the third will do. Exposure to an ugly troll and a big bad wolf also builds children's concepts of the role of a villain in a folktale.

A final aspect of repetition comes when teachers read aloud and present in printed form (either books or charts) language that children already know, such as Mother Goose rhymes and songs. Teachers will want several comprehensive Mother Goose collections that have one rhyme on a page and large enough pictures to be seen by a group. *Brian Wildsmith's Mother Goose* and *Tomie de-*

Paola's Mother Goose are ideal. Teachers need to read aloud favorite stories, rhymes, and songs repeatedly. They might read two different versions of the same tale or song, such as *Fiddle-I-Fee* (Galdone; Stanley) and compare them.

Books that Are Sequential

Primary children typically have an elementary understanding of sequence. They can count by rote (even if they don't understand one to one correspondence), and they know the days of the week and some of the months of the year. Daily routines follow familiar sequences and can be part of realistic stories. Folktales have sequential plots that children quickly identify. Storybooks containing sequences familiar to children are easy to read because they are predictable.

In *The Very Hungry Caterpillar* (Carle), the caterpillar eats *one* apple on *Monday, two* pears on *Tuesday,* etc. The sequence of activities makes this book a sure success with a beginning reader.

Many songs are sequential and repetitive. *10 Bears in My Bed* (Mack) can be read easily after one hearing with the repetition, picture clues, and sequence from ten down to one. *Busy Monday Morning* (Domanska) contains both sequence and repetition of sentence pattern. An example is "On a Tuesday morning, busy Tuesday morning, Father raked the hay. We raked hay together he and I." The verses in some songs are sequential. In both *The Farmer in the Dell* (Zuromskis) and *London Bridge Is Falling Down* (Spier), each verse leads to the next.

Alphabet and counting books show another kind of sequence. Concept books, especially those containing environmental print, help children see the connection between reading books and words in their environment. Examples include *School Bus* (Crews), *Truck* (Crews), *Cars* (Rockwell). Tana Hoban specializes in illustrating simple concept books with beautiful photographs, such as *Big Ones, Little Ones* and *Is it Red? Is it Yellow? Is it Blue?*

A Peaceable Kingdom: The Shaker Abecedarius (Provensen) is an alphabetic rhyme sung to the tune of the "Alphabet Song." Each animal appears from left to right in both picture and word, with plenty of white space between words. Primary school children like books with challenging words (animals unfamiliar to them) that they can memorize easily because they are in song form. This book is outstanding for both word boundaries and left-right progression, as well as for an appreciation of Shaker culture.

The bedtime book *Ten, Nine, Eight* (Bang) involves counting backwards in rhymes accompanied by clear illustrations until we see "one big girl all ready for bed." In *I See* (Isadora) and *Noisy* (Hughes), the children end up in bed as well. In *Silly Goose* (Ormerod), a little girl says simple sentences like "I flap like a bat." to the accompaniment of an animal picture on each page.

Several cardboard books appeal to primary grade children while entertaining preschoolers as well. The First Look Nature Books (Hands) tell what little animals see. Baby Animal Board Books (Lilly) and a series by Random House that includes *Animal Swimmers* (Lilly) are two more examples of interesting science books.

Measuring Children's Progress

How can teachers keep track of children's progress without unit tests and graded worksheets? Alternatives include having children

keep written records of each book they can read fluently or, if they are older, a brief summary of each book they have read. Children can write a paragraph about why they did or did not like a book.

Teachers can develop a checklist they fill out as they observe and listen to children read. An example follows of behaviors teachers might want to monitor (Lamme, 1985).

- Shows interest in words
- Can tell a familiar story
- Can make up a story
- Can point to individual words on a page
- Can turn the pages at the appropriate time when a story is being read aloud
- Can find a familiar book on a bookshelf
- Chooses to read or look at books during free time
- Notices words and symbols in the environment
- Spells words developmentally
- Chooses to write during free time
- Asks questions about print
- Paces dictation (dictates at a slow speed so someone can write down what the child is dictating)
- Is aware that print has meaning

Questions about Literature

Teaching Idea

One teacher has developed a literature unit using questions from all levels of Bloom's taxonomy for each of the stories in her collection. Children work in pairs to answer these thought questions.

Adapted from an idea by Margaret Broadbent, Fayetteville Elementary School, Fayetteville, New York.

Sharing Literature

Teaching Idea

In one third grade the children have "Literature Share Time."

- Each child selects a page or two from a book he or she has recently finished to read aloud to a group of two or three children.
- After a child has read a selection, there is a short time for comments and questions about the book from the audience.
- The children keep a written record of the titles of the books they have shared.

Adapted from an idea by Betsy Nies, Gainesville Country Day School, Gainesville, Florida.

A Month of Stories

Teaching Idea

One second grade teacher put aside the regular reading materials for a month of storytelling in the classroom.

- Each child selected a story to learn and took the book home to have his or her parents read aloud for a week.
- By the end of the month, the teacher had videotaped each child in the room telling a story to a group of kindergarteners. It was especially heartwarming to see some of the poorer readers in the class take center stage and proudly spin a tale to the entertainment of an audience.
- The children returned to their reading instruction with a far more comprehensive view of what stories are all about.

Adapted from an idea by Donna Sides, Prairie View Elementary School, Gainesville, Florida.

- Remembers details from stories
- Predicts outcomes in stories
- Compares books, authors, or illustrators
- Has favorite books
- Borrows books from the library
- Rereads favorite books
- Stops reading books he or she does not like after looking at a few pages
- Uses books as resources for school reports
- Brings to school books on topics the class is studying
- Comments about books read

Finally, several standardized book awareness measures, such as the *Concepts about Print Test* (Clay, 1985), can be administered individually to children.

Most parents won't need test results or checklists to prove that their children are making progress. If teachers give pointers in newsletters or workshops, parents understand that progress is not measured by the number of worksheets their children bring home, but by their children's enthusiasm for reading and the amount of reading they choose to do independently. A child who is an avid and enthusiastic reader by the end of third grade will be a reader for life. There is no doubt the avid reader will continue to develop competence in the upper elementary grades. Just as with so many other activities in life, the more time children put into practicing their skills, the more talented they become at that activity. Enthusiastic readers become talented readers.

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I can read! Predictable books as resources for reading and writing instruction

Discusses the characteristics of predictable books and ways to use them. Bibliography included.

Lynn K. Rhodes

Many children begin first grade expecting that the magic moment of learning has arrived. That expectation often dies, however, as readiness worksheets, phonics exercises, and sight word drills are used for weeks and sometimes months in preparing the children to read.

In other first grade classrooms, that magic moment arrives almost immediately. Why? Because some teachers believe that first graders can read some kinds of books right away since they have enough knowledge of language and the world to deal with them. These teachers believe that first graders' expectations can be met, creating an enthusiasm in children that helps make written language a joy for the rest of the year.

This article includes a bibliography of books, referred to as "predictable books," that can be used with beginning readers (and with remedial readers). The characteristics of predictable books are discussed as well as ways to use the books with children for reading and writing instruction.

Characteristics of predictable books

One first grade class read *The Bus Ride* (Scott, Foresman Reading Systems, Level 2, Book A, 1971) the first day of school. It is a predictable book because children can quickly begin to predict what the author is going to say and how he is going to say it. By the time the teacher has read a few pages aloud, most children in the room chant the text right along with the teacher. Here are some excerpts from the text.

> A girl got on the bus.
> Then the bus went fast.
>
> A boy got on the bus.
> Then the bus went fast.
>
> A fox got on the bus.
> Then the bus went fast.

Seven other characters get on the bus including a hippopotamus, a rhinoceros, and finally, a bee. When the bee enters the bus, the story suddenly changes its pattern:

> A bee got on the bus.
> Then!
>
> The rabbit got off the bus.
> The horse got off the bus.
> The fish got off the bus....

After all the characters get off the bus, the story ends, "Then they all ran fast!"

The Bus Ride exemplifies several characteristics of predictable books. Most noticeable is the *repetitive pattern* the author uses, a pattern that children use after only a few pages. Passengers riding a bus, the various animals, and the bee as something to avoid are *familiar concepts* to most first graders. The third characteristic which makes this book predictable is the *good match between the text and its illustrations;* each character getting on or off the bus is pictured with the appropriate sentence.

The same characteristics are also apparent in John Langstaff's *Oh, A-Hunting We Will Go* (1974). Two verses follow:

> Oh, a hunting we will go,
> A-hunting we will go;
> We'll catch a mouse

And put him in a house,
And then we'll let him go!

Oh, a hunting we will go,
A-hunting we will go;
We'll catch a pig
And put him in a wig,
And then we'll let him go!

In all 12 verses, Langstaff varies only the last word in lines three and four of each verse. Those two words in each verse are made predictable not only by the good match between Langstaff's text and illustrations but also by *rhyme.* Also contributing to the overall predictability of the book is the *rhythm of the language,* particularly if the verses are sung.

Instead of repetitive patterns, sometimes authors use *cumulative patterns* in their books. In Tolstoy's *The Great Big Enormous Turnip* (1968), an old man attempts to pull a turnip out of the ground. When he does not succeed, he calls his wife to help. When they don't succeed, the granddaughter is called upon to help; finally, the following characters are involved:

The mouse pulled the cat.
The cat pulled the dog.
The dog pulled the granddaughter.
The granddaughter pulled the old woman.
The old woman pulled the old man.
The old man pulled the turnip.

Yet another characteristic of predictable books is the *familiarity of the story or story line* to the child. Children often come to school knowing folktales and songs. They can predict what the wolf says when they read *The Three Little Pigs* (Galdone,1970) or what *The Three Billy Goats Gruff* (Brown, 1957) say as they elude the troll. They will also be able to use their considerable intuitive knowledge about the structure of folktales and other types of stories. For the same reason, songs like *I Know an Old Lady* (Bonne and Mills, 1961) and *This Old Man* (Adams, 1974) are read easily by any child who knows the songs.

Familiar sequences are often characteristic of predictable books. Eric Carle uses two familiar sequences, in *The Very Hungry Caterpillar* (1969).

On Monday he ate through one apple.
But he was still hungry.

On Tuesday he ate through two pears.
But he was still hungry.

These characteristics make predictable books very different from typical first grade instructional materials. The language flows naturally, and the vocabulary and content reflect what children know about their world and their language. Children can use this knowledge to develop word recognition strategies while reading, rather than before reading. Predictable books encourage from the beginning reading for understanding.

As resources for reading instruction

To demonstrate how predictable books can be used for reading instruction, let's review what happened with *The Bus Ride* in the classroom mentioned above. As the story of how the children interacted with the book unfolds, the teacher's rationale for the procedures will also be examined.

The first time the class encountered *The Bus Ride* was before lunch the first full day of school. The teacher gathered the class together to read the book and told them to feel free to read along with her when they felt ready. With no further introduction, she began to read *The Bus Ride* aloud, holding the book so the children could see the illustrations. After the second page, some children had begun to read along and by the fifth page, all were reading. When they reached the page where the bee got on the bus, some children faltered while others repeated the established pattern, "Then the bus went fast." The teacher asked the children to listen for a moment while she read the section about the bee and then to read along again when they felt ready. She read the transition page ("The bee got on the bus. Then!") and began the new pattern ("The _____ got off the bus") with the

children quickly joining in again. The teacher read the end of the story ("Then they all ran fast!") and several of the children commented that they would run fast too.

Up to this in the lesson, the teacher's instructional procedures had two major purposes. First, the teacher wanted the children to enjoy and become familiar with the content and organization of the book. She accomplished this in a way natural to most of the children - she read the book to them. The focus was on meaning, on sharing and understanding the story. The children's involvement in the book and their comments at the end were clues that they enjoyed and comprehended the book.

The teacher's second purpose was to encourage the children to use their knowledge of the world and language in responding to the book. She perceives her job as creating an environment in which the children can use successfully what they know about the language as they encounter and deal with unfamiliar aspects of language. Her long range goal is to encourage the children's development from successful readers of highly predictable materials to successful readers of a wide range of materials.

Expecting and getting an enthusiastic response, the teacher asked the children if they wanted to read *The Bus Ride* again. As the book was read the second time, the teacher read no louder than the children and frequently pointed to the sentence being read. Although she raised her voice at the transition point and at the end of the story, she noted that many of the children dealt with those points well. She also noted that some of the children appeared confused by the difference between a rhinoceros and a hippopotamus. When the story ended, she turned to the illustrations of those animals and asked the children to describe the differences that could be observed in the illustrations of those animals and in habitats like the zoo. Following that discussion, she wrote the names of the two animals on the board and asked which word was "rhinoceros" and which was "hippopotamus." With the children's input, the teacher listed the names of children in the class that began with *r* and followed the same procedure for "hippopotamus."

In this segment of the lesson, the teacher used her knowledge that children like to reread enjoyable stories. Multiple readings encourage the students' familiarity with and control over the content and organization of the story, resulting in a greater dependence on the children's own knowledge and less dependence on teacher support. In pointing to the sentences in the book during this second reading, the teacher showed the children the placement of the text in relation to the illustrations and emphasized the importance of the print in the book.

By the end of the second reading, the teacher felt that the children had enough control over the story to deal with some of its parts. Because of this and the difficulties she noticed among some children, she helped the children develop stronger concepts about two characters in the story and also led them to an awareness of the availability of graphophonic information and the consistency of sound/letter relationships.

Later the same day, the children came back from recess to find multiple copies of *The Bus Ride* on a table. After the teacher asked the children to think of various ways to read the book, they settled down to read - some reading the whole book alone, others reading every other page in pairs,etc. The teacher read the book again with some children who requested it, and then walked around the room listening to children read, noting which children were using only illustrations to guide their reading and which were attempting to deal with the print. The teacher also listened to or entered into several conversations that confirmed or broadened her observations. Some children, for example, wanted to know if the book could be taken home and read. Others wanted to demonstrate that they know the difference between a hippopotamus and a rhinoceros. And one little boy named Frank wanted to show her that his name started the same as "fox," another story character.

Once again, the teacher provided an environment for another reading (and for most of the children, several readings) of *The Bus Ride*. This encouraged them to consolidate their previous experiences in reading the book and gave them experience in handling the book and deciding how to read the book. Although she acceded to a request from a small group to read the book with them again, the teacher made time for them to read the book alone after she finished. The teacher expected that the children would feel confident enough at the end of this experience to want to read the book to others *outside* the class, and her expectations were fulfilled when children asked to take the book home.

During this segment of the lesson, the teacher also wanted to gather more information about individual children's abilities. As she observed the children, she began to formulate ideas about such things as which children needed more experience hearing stories, the extent to which children were already dealing with the graphophonic system, and the level of enthusiasm for reading books. She believes that her observations of children in natural reading situations are extremely valuable as data for future instructional decisions.

As resource for writing instruction

An effective way to develop written language in children is to encourage them to write. Beginning writers can compose in forms ranging from a word written on a drawing to an entire story. Although children can and should compose from the beginning without the aid of predictable books, they should also learn that other authors' writing can be used as resources for their own compositions.

One 5 year old's favorite book for some time was a predictable book entitled *Brown, Brown Bear* (Martin, 1970). An excerpt from the book reads:

> Brown bear,
> brown bear,
> what do you see?
> I see a redbird
> looking at me.
>
> Redbird,
> redbird,
> what do you see?
> I see a yellow duck
> looking at me.

The 5 year old, Kara, decided one day to draw a rainbow and label each of the colors in it. She found one color name at a time in *Brown Bear* to copy. To copy "purple," for example, she located the purple cat in the illustrations, said "purple" out loud several times to determine what letter it began with, found the "p" word in the text next to the illustration, and copied "purple" letter for letter. The child's system worked beautifully except when she copied "redbird" for "red" because it was all one word.

As children use predictable books again and again, they learn where to locate the words and phrases they need. They learn, for example, that they can find the days of the week in *The Very Hungry Caterpillar*, (Carle), and *One Monday Morning* (Shulevitz, 1967); that they can find body parts of animals in *Here Is a Cat!* (Rokoff, no date); that they can find animal names in any number of books.

Children should use predictable books for reasons other than finding words and phrases: they can invent whole stories on the basis of an author's pattern.

It Looked Like Spilt Milk (Shaw, 1947) is a picture book that has a cloud resembling a common object on each page. Two sample pages from the book read:

> Sometimes it looked
> like an Ice Cream Cone.
> But it wasn't an Ice Cream Cone.
>
> Sometimes it looked
> like a Flower.
> But it wasn't a Flower.

Children who read this story can form

clouds by folding in half pieces of blue construction paper that have blobs of white paint on them. Then they can write accompanying verses, based on Shaw's verses, to describe what common object the cloud resembles. In one afternoon, a first grade class made their own *It Looked Like Split Milk* book with each child in the class contributing one cloud and one verse.

Another group of children, a remedial reading class in this case, read *Fire! Fire! Said Mrs. McGuire* (Martin, 1970), which is excerpted below:

"Fire! Fire!" said Mrs. McGuire.
"Where? Where?" said Mrs. Mare.
"Down town!" said Mrs. Brown.
"What floor?" said Mrs. Moore.

Several of the children wrote their own versions, using the book as a resource for their writing.

"Flood, Flood!" said Mr. Hud.
"Where? Where?" said Mrs. Bear.
"In the valley!" said Mr. Palley.
"Get out of town!" said Mr. Clown.
"Find the boat!" said Mrs. Hoat.
Dianna

"Snow! Snow!" said Mrs. Low.
"Up there!" said Mrs. Pear.
"In the sky!"said Mr. Li.
"Get the shovel!" said Mrs. Lovel.
"Scoop it up!" said Mr. Lup.
Lisa

As children find that they can use other authors' patterns to generate and shape their own ideas, they often become rather prolific writers. They may borrow a considerable amount from other authors at first, but their writing tends to deviate more from the authors' ideas as they gain control over print and take greater risks.

Children learn a myriad of things that contribute to growth in reading and writing when predictable books are used as writing resources. A great deal is learned intuitively about story structure as children use authors' patterns to structure their own stories. The conventions of written language can also be discovered; Diana and Lisa used *Fire! Fire! Said Mrs. McGuire* as a model for punctuating the dialogue they created for their own characters. And a considerable amount can be learned about the graphophonic system. An activity like Kara's is sometimes the first situation in which some children will give purposeful attention to the print of the text. In another example, Dianna and Lisa and their classmates discovered that words could rhyme even if the endings had different spelling patterns, a discovery that came about as they began to write their own versions of *Fire! Fire!*

In summary, using predictable books as writing resources fosters success and growth in written language. As children manipulate written language patterns and conventions, they become aware of and gain control over the patterns and conventions used by other authors. Such learning leads naturally and meaningfully to reading and writing growth.

A bibliography of predictable books

A bibliography of some predictable children's literature appears with this article; commercially published predictable stories can also be found in the early levels of Scott, Foresman's Reading Systems (1971) and Reading Unlimited (1976) as well as in Bill Martin's Sounds of Language series (Holt, Rinehart and Winston, 1970).

The books below are suggested as instructional resources for teachers who want to provide first graders or remedial readers with the language cues they use in oral language. The books will encourage children to use the experiences and language competencies and strategies they bring to school as they continue to develop and enjoy written language.

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PREDICTABLE BOOKS
ARRANGED ALPHABETICALLY BY AUTHOR

TITLE	AUTHOR
Why Mosquitos Buzz in People's Ears	Aardema, Varna
This Old Man	Adams, Pam
House of Hay	Ainsworth, Ruth & Ridout, Ron
Come and Play	Ainsworth, Ruth & Ridout, Ron
A Name of My Own	Ainsworth, Ruth & Ridout, Ron
One, Two, Three Going to See	Alain
Go Tell Aunt Rhody	Aliki
Hush Little Baby	Aliki
My Five Senses	Aliki
Jeremy Mouse	Althea
A Friend Is Someone Who Likes You	Anglund, Jean Walsh
Monkey Face	Asch, Frank
Up In a Tree	Atwood, Margaret
The Animal	Balian, Lorna
Where in the World Is Henry?	Balian, Lorna
I Was Walking Down the Road	Barches, Sarah
When I First Came to This Land	Barnd, Oscar
Animals Should Definitely Not Wear Clothes	Barrett, Judy & Ron
Buzz, Buzz, Buzz	Barton, Byron
Big and Small, Short and Tall	Batherman, Mauriel
One Bright Monday Morning	Baum, Arlene & Joseph
Seven Little Rabbits	Becker, John
Lisa Cannot Sleep	Beckman, Kaj
A First Book of Sounds	Bellah, Melanie
Red Fox and His Canoe	Benchley, Nathaniel
Bears in the Night	Berenstain, S & J
The Three Billy Goats Gruff	Blair, Susan
A Kiss Is Round	Blossom, Budney
I Know an Old Lady	Bonne, Rose
Do You Know What I Know?	Borten, Helen
If At First	Boyton, Sandra
When I First Came to This Land	Brand, Oscar
I Once Knew A Man	Brandenburg, Franz
What Do You Do When It Rains?	Bridwell, Norman
How Would You Act?	Brod, Ruth & Stan
Johnny Crow's Garden	Brooke, L. Leslie
The Three Billy-Goats Gruff	Brown, Marcia
Four Fur Feet	Brown, Margaret Wise
Goodnight Moon	Brown, Margaret Wise
The Important Book	Brown, Margaret Wise
Where Have You Been?	Brown, Margaret Wise
The Bus Ride	Brown, Margaret Wise
Mr. Gumpy's Outing	Burningham, John
Mr. Gumpy's Motor Car	Burningham, John

PREDICTABLE BOOKS

"I Can't," Said the Ant	Cameron, Polly
The Very Hungry Caterpillar	Carle, Eric
The Grouchy Ladybug	Carle, Eric
The Mixed Up Chameleon	Carle, Eric
Just In Time for the King's Birthday	Chance, E.B.
What Good Luck! What Bad Luck!	Charlip, Remy
Fortunately	Charlip, Remy
The Three Little Kittens	Clarke, Mollie
Fun on Wheels	Cole, Joanna
The Little Fish That Got Away	Cook, Bernadine
The Carrot Seed	Cook, Bernadine
The Lion's Tail, Level 2	Davis, Douglas
A Place to Paint, Level 2	Dean, Joan
Charlie Needs a Cloak	dePaulo, Tomie
Catch A Little Fox	deRigniers, Beatrice Schenk
How Joe the Bear and Sam the Mouse Got Together	deRigniers, Beatrice Schenk
May I Bring A Friend?	deRigniers, Beatrice Schenk
The Day Everybody Cried	deRigniers, Beatrice Schenk
The Little Book	deRigniers, Beatrice Schenk
What Did You Put in Your Pocket?	deRigniers, Beatrice Schenk
Willie O'Dwyer Jumped in a Fire	deRigniers, Beatrice Schenk
If All The Seas Were One Sea	Domanska, Janina
Din, Dan, Don It's Christmas	Domanska, Janina
I Went to the Market	Domjan, Joseph
I Like Hats	Drawson, Blair
Do Something Special on Your Birthday	Drawson, Blair
Jonny and His Drum	Duff, Maggie
Rum Pum Pum	Duff, Maggie
Are You My Mother?	Eastman, P.D.
Did You Ever See?	Einsel, Walter
Simon's Song	Emberly, Barbara
Drummer Hoff	Emberly, Barbara & Ed
Klippity Klop	Emberly, Barbara & Ed
One Wide River to Cross	Emberly, Barbara & Ed
The Wing of a Flea	Emberly, Ed
Elephant in the Well	Ets, Marie Hall
In the Forest	Ets, Marie Hall
Play With Me	Ets, Marie Hall
Ask Mr. Bear	Flack, Marjorie
A Bird Can Fly	Florian, Douglas
Corduroy	Freeman, Don

PREDICTABLE BOOKS

Henny Penny	Galdone, Paul
The Little Red Hen	Galdone, Paul
The Old Woman and Her Pig	Galdone, Paul
The Three Billy Goats Gruff	Galdone, Paul
The Three Little Pigs	Galdone, Paul
Where Does the Butterfly Go When It Rains?	Garelick, Mary
The Chick and the Duckling	Ginsburg, Mirra
Old MacDonald had a Farm	Graboff, Abnor
I Love You Mouse	Graham, John
Oh, Lord, I Wish I Was a Buzzard	Greenberg, Polly
Nobody Listens to Andrew	Guilfoile, Elizabeth
What is That?	Hampson, Donman
Some Things Are Scary	Heide, Florence
This Is The House Where Jack Lived	Heilbroner, Joan
The Boy and the Goats	Hillert, Margaret
What Is It?	Hillert, Margaret
Little Chief	Hoff, Syd
The Green Grass Grows All Around	Hoffman, Hilda
One Fine Day	Horgorian, Nonny
Cut and In	Hulbert, Elizabeth
Stop, Stop, Stop	Hurd, E. T.
Good-night Owl	Hutchins, Pat
Rosie's Walk	Hutchins, Pat
Titch	Hutchins, Pat
The Surprise Party	Hutchins, Pat
The Carrot Seed	Johnson, Crockett
A Picture for Harold's Room	Johnson, Crockett
What Do You Say, Dear?	Joslin, Susyle
A Bug Is to Hug	Karharina, Barry
Opposites	Karp, Laura
Apartment 3	Keats, Ezra Jack
A Snowy Day	Keats, Ezra Jack
Over in the Meadow	Keats, Ezra Jack
The Fat Cat	Kent, Jack
Hop, Skip, and Jump	Kent, Jack
Brave Daniel	Klein, Leonore
Whose Mouse Are You?	Kraus, Robert
A Hole Is to Dig	Kraus, Ruth
Bears	Kraus, Ruth
Is This You?	Kraus, Ruth & Johnson, Crockett
Mama, I Wish I Was Snow	Kraus, Ruth
The Happy Egg	Kraus, Ruth
What a Fine Day For...	Kraus, Ruth
Three by Three	Kruss, James
Roar and More	Kuskin, Carla

Frog Went A Courtin'	Langstaff, John
Gather My Gold Together: Four Songs for Four Seasons	Langstaff, John
Oh, A-Hunting We Will Go	Langstaff, John
Over in the Meadow	Langstaff, John
Soldier, Soldier, Won't You Marry Me?	Langstaff, John
We're Off to Catch the Dragon	Laurence, Ester
Gordon the Goat	Leaf, Munroe
Crocodile and Hen	Lexau, Joan
That's Good, That's Bad	Lexau, Joan
The Magic Fish	Littledale, Freys
King Rooster, Queen Hen	Lobel, Anita
A Treeful of Pigs	Lobel, Arnold
Would You Put Your Money in a Sand Bank?	Longman, Harold
A Tale of Tails	MacPherson, Elizabeth
Ten Bears in My Bed	Mack, Stan
Baby Monkey, Level 4 - Book 2	Madden, Don
A Ghost Story	Martin, Bill Jr.
Brown Bear, Brown Bear, What Do You See?	Martin, Bill Jr.
David Was Mad	Martin, Bill Jr.
Fire! Fire! Said Mrs. McGuire	Martin, Bill Jr.
I Need	Martin, Bill Jr.
Instant Reader Series	Martin, Bill Jr.
Monday, Monday, I Like Monday	Martin, Bill Jr.
Old Mother Middle Muddle	Martin, Bill Jr.
Owl Series	Martin, Bill Jr.
She'll Be Comin' Round the Mountain	Martin, Bill Jr.
Sounds Around the Clock	Martin, Bill Jr.
Sounds of Home	Martin, Bill Jr.
Sounds of Language Series	Martin, Bill Jr.
Tatty Mae and Catty Mae	Martin, Bill Jr.
Ten Little Caterpillars	Martin, Bill Jr.
Ten Little Squirrels	Martin, Bill Jr.
The Haunted House	Martin, Bill Jr.
The King of the Mountain	Martin, Bill Jr.
Welcome Home Henry	Martin, Bill Jr.
When It Rains, It Rains	Martin, Bill Jr.
Which Do You Choose?	Martin, Bill Jr.
If I Had...	Mayer, Mercer
Just For You	Mayer, Mercer
My Dad and Me	Mayer, Mercer
What Do You Do with a Kangaroo?	Mayer, Mercer
Stone Soup	McGovern, Ann
Too Much Noise	McGovern, Ann
Dragon Stew	McGowen, Tom
Four Pigs and A Bee	Melville, Heather
Hi, All You Rabbits	Memling, Carl
Ten Little Animals	Memling, Carl
Do You Want to See Something?	Merriam, Eve
Epaminados	Merriam, Eve
If I Were a Cricket...	Mizumura, Kazue
A Flower Pot Is Not a Hat	Moffett, Martha

PREDICTABLE BOOKS

Meg and Mog	Nicoll, Helen & Pienkowski, Jan
Meg on the Moon	Nicoll, Helen & Pienkowski, Jan
Go Away Dog	Nodest, Joan
Who Took the Farmer's Hat?	Nodest, Joan
Hailstones and Halibut Bones	O'Neil, Mary
A Man Is	Osen, May
A Woman Is	Osen, May
A Bug in a Jug and Other Funny Rhymes	Patrick, Gloria
The House That Jack Built	Peppe, Rodney
The Mouse Book	Piers, Helen
Mother, Mother, I Want Another	Polushkin, Maria
Cats and Kittens, Level 2	Pond, Grace
She'll Be Comin' Round the Mountain	Quackenbush, Robert
Skip to My Lou	Quackenbush, Robert
I Know A Lot of Other Things	Rand, Ann & Paul
Nothing Ever Happens on My Block	Raskin, Ellen
Rudy's New Red Wagon, Level 2	Rein, Irving
Come With Me	Richmond, Irene
Here Is a Cat!	Rokoff, Sandra
Trouble in the Park	Rose, Gerald
What Is Pink?	Rossetti, Christina
Ten Little Bears	Rueve, Mike
The Gingerbread Man	Scarry, Richard
Rain Makes Applesauce	Scheer, Julian & Bileck, Marvin
Upside Down Day	Scheer, Julian & Bileck, Marvin
"Happiness Is..."	Schultz, Charles
"Love Is..."	Schultz, Charles
"Security Is..."	Schultz, Charles
Alligators All Around	Sendak, Maurice
Chicken Soup with Rice	Sendak, Maurice
Seven Little Monsters	Sendak, Maurice
Where the Wild Things Are	Sendak, Maurice
Dr. Seuss ABC	Seuss, Dr.
Green Eggs and Ham	Seuss, Dr.
One Fish, Two Fish	Seuss, Dr.
It Looked Like Spilt Milk	Shaw, Charles
One Monday Morning	Shuvevitz, Uri
What Do the Animals Say?	Skaar, Grace
Cups for Sale	Slobodkina, Esphyr
Someone Is Eating the Sun	Sonneborn, Ruth
The Teeny Tiny Woman	Souling, Barbara
The Fox Went Out on a Chilly Night	Speir, Peter
Could Be Worse!	Stevenson, James
If Everybody Did	Stover, JoAnn
Round Is A Pancake	Sullivan, Joan
Silly Goose and the Holidays	Sumera, Annabelle

That's What I'll Be	Thorn, Richmond
The Great Big Enormous Turnip	Tolstoy, Alexi
I Know An Old Lady	Traditional
The Gingerbread Man	Traditional
Three Bears	Traditional
Three Billy Goats Gruff	Traditional
Three Little Pigs	Traditional
A Tree Is Nice	Udry, Janice
That's Where You Live	Vogels, Mary Prescott
I Packed My Trunk	Walker, Barbara
Goodbye, Hello	Welber, Robert
Max's First Word	Wells, Rosemary
The Twelve Days Of Christmas	Wildsmith, Brian
Morris Goes to School	Wiseman, E.B.
The Marvelous Mud Washing Machine	Wolcott
The Visit	Wolkstein, Diane
All the Animals Were Angry	Wondriska, William
A Maker of Bones	Wright, H.R.
Chicken Little	Zaid, Mary
The Judge	Zemach, Harve
Hush, Little Baby	Zemach, Margot
The Teeny Tiny Woman	Zemach, Margot
Do You Know What I'll Do?	Zolotow, Charlotte

LORRIE A. SHEPARD AND MARY LEE SMITH

Other Topics

Synthesis of Research on Grade Retention

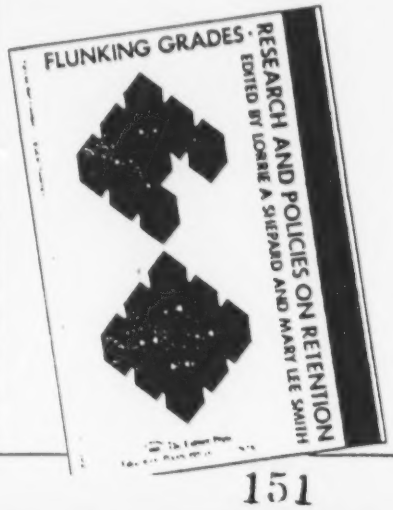
Although grade retention is widely practiced, it does not help children to "catch up." Retained children may appear to do better in the short term, but they are at much greater risk for future failure then their equally achieving, non-retained peers.

Retaining students in grade is often used as a means to raise educatonal standards. The assumption is that by catching up on prerequisite skills, students should be less at risk for failure when they go on to the next grade. Strict enforcement of promotion standards at every grade is expected both to ensure the competence of high school graduates and lower the dropout rate because learning deficiencies would never be allowed to accumulate. Despite the popular belief that repeating a grade is an effective remedy for students who have failed to master basic skills, however, the large body of research on grade retention is almost uniformly negative.

Research Evidence

The purpose of this article is to summarize research-based conclusions regarding the effects of grade retention. We then address the discrepancy between research and practice and consider alternatives to retention.

How many students repeat a grade in school? Although no national statistics have been collected on grade retention, we recently (1989a) analyzed data from 13 states and the District of Columbia. Our estimate is that 5 to 7 percent of public school children (about 2 children in every classroom of 30) are retained in the U.S. annually. However, annual statistics are not the whole story. A 6 percent annual rate year after year produces a cumulative rate of nonpromotion greater than 50 percent. Even allowing for students who repeat more than one grade, we estimate that by 9th grade approximately half of all students in the U.S. have flunked at least one grade (or are no longer in school). This means that, contrary to public perceptions, current grade failure rates are as high as they were in the 19th century, before the days of social promotion.



Does repeating a grade improve student achievement? In a recent meta-analysis of research, Holmes (1989) located 63 controlled studies where retained students were followed up and compared to equally poor-achieving students who went directly on to the next grade. Fifty-four studies showed overall negative effects from retention, even on measures of academic achievement. This means that when retained children went on to the next grade they actually performed more poorly on average than if they had gone on without repeating. Suppose, for example, that retained and control groups both started out at the 10th percentile on standardized achievement tests at the end of 1st grade. The retained group was made to repeat 1st grade while the control group was promoted to 2nd grade. Two years later when the retained children completed 2nd grade, they might be (on average) at the 20th percentile. However, the control children, who started out equally deficient, would finish 2nd grade achieving ahead of their retained counterparts by 0.31 standard deviation units, or at roughly the 30th percentile on average.

When Holmes selected only the 25 studies with the greatest degree of statistical control, the negative effect of

retention was again confirmed. In the 9 positive studies (out of 63), the apparent benefit of retention tended to diminish over time so that differences in performance between retained and control children disappeared in later grades.

Does nonpromotion prevent school dropouts? In a typical end-of-year news story, *USA Today* (Johnson 1988) reported that one-quarter of the 1st graders in a Mississippi community would be held back because they "can't read at a 1st-grade level." Consistent with the view that retention will repair deficient skills and improve students' life chances, the principal explained her decision: "In years past, those students would have been promoted to 2nd grade. Then they might have dropped out in five, six, or seven years."

Researchers of the dropout phenomenon have consistently found a significant relationship between grade retention and dropping out—in the opposite direction, however, from the one imagined by the Mississippi principal. Dropouts are five times more likely to have repeated a grade than are high school graduates. Students who repeat two grades have a probability of dropping out of nearly 100 percent (Association of California Urban School Districts 1985). In the past, these findings were ignored because poor achievement could be the explanation for both grade retention and dropping out. More recently, Grissom and Shepard (1989) conducted three large-scale studies, involving from 20,000 to 80,000 students each. They examined the retention-dropout relation after controlling for achievement and found that with equally poor achievement (and controlling for other background characteristics associated with dropping out), students who repeated a year were 20 to 30 percent more likely to drop out of school. For example, in Austin, Texas, African-American males with below average achievement have a 45 percent chance of dropping out of school; but African-American males with identical achievement scores who have repeated a year of school have a 75 percent chance of leaving school before graduation. A substantially increased risk for dropping out after repeating a grade was found even in a large affluent suburban school district with only a 4 percent dropout rate.

What are the emotional effects of retention? In a much-quoted study of childhood stressors by Yamamoto (1980), children rated the prospect of repeating a grade as more stressful than "wetting in class" or being caught stealing. Going blind or losing a parent were the only two life events that children said would be more stressful than being retained. The negative connotations of being held back pervade the American school culture. When Byrnes (1989) interviewed children and used euphemisms to refer to spending two years in the same grade, even 1st graders said, "Oh, you mean flunking." Eighty-seven percent of the children interviewed said that being retained made them feel "sad," "bad," "upset," or "embarrassed." Only 6 percent of retained children gave positive answers about how retention made them feel, like, "you learn more," or "it lets you catch up." Interview transcripts from both high-achieving students and retained students revealed a widely shared perception that retention is a necessary punishment for being bad in class or failing to learn.

Holmes' (1989) synthesis of controlled studies included nearly 50 studies with some social or emotional outcome measures. On average, Holmes found that retained students do more poorly than matched controls on follow-up measures of social adjustment, attitudes toward school, behavioral outcomes, and attendance.

The above research findings indicate, then, that contrary to popular belief, repeating a grade actually worsens achievement levels in subsequent years. The evidence contradicts commonsense reasoning that retention will reduce school dropout rates; it seems more likely that school policies meant to increase the number of grade retentions will exacerbate dropout rates. The negative social-emotional consequences of repeating represents the only area where conventional wisdom is consistent with research findings: kids have always hated being retained, and the studies bear that out.

Reconciling Research and Practice

Policies of grade retention persist in the face of negative evidence because teachers and parents cannot conduct controlled experiments. Without controlled comparisons, retention looks as if it works, especially if you believe that it does. Consider how the performance of individual retained and control children is interpreted by teachers. A control child does very poorly academically, is considered for retention, but is socially promoted. Consistent with the 30th percentile figure quoted from the Holmes (1989) study above, the control child ends up in the bottom half of the class, still struggling. Teachers then say, "If only we had retained him, his performance would have improved." Meanwhile, a comparable child does repeat, shows improvement during the repeat year on some skills, but in the next grade does even more poorly than the control child. Believing that retention helps, however, and without being able to see the controlled comparison, teachers accept any improvement during the repeat year itself as proof that retention works; and about poor performance in the next grade they say, "He would have done even more poorly without the extra year," or "At least we tried."

Schools are also under considerable political pressure to maintain acceptably high levels of grade retention as proof of high standards. Public belief in the efficacy of retention creates a powerful mandate: Flunk poor-achieving students for their own good as well as society's good. Without a simple way to explain to the public that at-risk students are more likely to learn and stay in school if not retained, schools may sacrifice the best interests of individual children to appease popular demands.

What alternatives are there to retention? There are numerous ways to provide extra instructional help focussed on a student's specific learning needs within the context of normal-grade promotion. Remedial help, before- and after-school programs, summer school, instructional aides to work with target children in the regular classroom, and no-cost peer tutoring are all more effective than reten-

tion. Unlike retention, each of these solutions has a research base showing positive achievement gains for participating children over controls. Cross-age peer tutoring, for example, where an average 5th grade student might tutor a 2nd grader who is behind in math, shows learning gains for both the target students and the tutors (Hartley 1977).

One of the fears about social promotion is that teachers will pass on deficient students endlessly as if no one had noticed their problem. Rather than ban retention but do nothing else, creative groups of teachers in a few schools have developed staffing teams (of regular teachers) to work out plans with the next-grade receiving teachers about how to address the learning difficulties for students who otherwise would have been retention candidates. Similarly, some schools "place" poorly performing students in the next grade with a formally agreed upon Individualized Educational Plan (IEP), akin to the special education model of intervention. The decision to allow a deficient student to advance to the next grade with a plan for special help is analogous to prevalent school policies for gifted students. Instead of double promoting academically gifted students, schools keep them in their normal grade and provide them with enriched instruction. There are two reasons enrichment is preferred over skipping grades. First, normal grade placement is better socially for academically able students. Second, these able children are not equally advanced in every subject, and the amount they are ahead does not come in convenient nine-month units. Parallel arguments can be used to explain why retention does not improve achievement but promotion plus remediation does. Finally, there is reason to believe that struggling students need a more inspired and engaging curriculum, one that involves them in solving meaningful problems, rather than repetitive, by-rote drills on basic skills. Outmoded learning theories (e.g., Thorndike's [1972] S-R bonds and behaviorism's programmed instruction [Mager 1962]) require children to master component skills before they are allowed to go on to comprehension and problem solving; this theory consigns slow learners to school work that is not only boring but devoid of any connection to the kinds of problems they encounter in the real world.

The second wave of educational reform, exemplified by curricular changes in California and the new standards of the National Council of Teachers of Mathematics, is based on more current learning theory from cognitive and constructivist psychology (Resnick 1987, Wertsch 1985), which holds that skills cannot be learned effectively nor applied to new problems unless the skills are learned in context. For example, students who are given lots and lots of problems to solve about how much tile to buy to floor a room with irregular dimensions and how much paint to buy are more likely to be better at both multiplication facts and problem solving than students who must memorize all

Highlights of Research on Grade Retention

A synthesis of the research on grade retention shows that:

- Grade failure rates are as high as they were in the 19th century, before the days of social promotion: Although annual statistics show only about a 6 percent annual rate for retention, year after year that produces a cumulative rate of nonpromotion greater than 50 percent. By 9th grade approximately half of all students in the U.S. have flunked at least one grade (or are no longer in school).
- Retained children actually perform more poorly on average when they go on to the next grade then if they had been promoted without repeating a grade.
- Dropouts are five times more likely to have repeated a grade than are high school graduates. Students who repeat two grades have a probability of dropping out of nearly 100 percent.
- Children in Yamamoto's (1980) study of childhood stressors rated the prospect of repeating a grade as more stressful than "wetting in class" or being caught stealing. The only two life events they felt would be more stressful than being retained were going blind or losing a parent. Both high-achieving and retained students interviewed by Byrnes (1989) viewed retention as a necessary punishment for being bad in class or failing to learn.
- There are many alternatives to retention that are more effective in helping low achievers. These include remedial help, before- and after-school programs, summer school, instructional aides to work with target children in the regular classroom, and no-cost peer tutoring. Groups of teachers in some schools have developed staffing teams to work out plans with the next-grade receiving teachers about how to address the learning difficulties for students who otherwise would have been retention candidates. Some schools "place" poor performing students in the next grade with a formally agreed upon Individualized Educational Plan (IEP), akin to the special education model of intervention.
- The annual cost to school districts of retaining 2.4 million students per year is nearly $10 billion. Summer school costs only approximately $1,300 per student compared to $4,051 for a repeated grade. At a wage of $6 an hour for an aide, it would take the savings from only 1.6 retained students to have an extra adult in every classroom full time to give extra attention to low achieving students.

Remedial help, before- and after-school programs, summer school, instructional aides to work with target children in the regular classroom, and no-cost peer tutoring are all more effective than retention.

Children rated the prospect of repeating a grade as more stressful than "wetting in class" or being caught stealing.

their multiplication tables before confronting even one such problem.

How much does retention cost? Can the dollars saved by not retaining students be reallocated to more effective alternatives? Based on an annual retention rate of 6 percent and a per pupil cost of $4,051 (U.S. Department of Education, Center for Education Statistics), we estimated that U.S. school districts spend nearly $10 billion a year to pay for the extra year of schooling necessitated by retaining 2.4 million students (see study cited in author's note at end of article).

Ten billion dollars would go a long way to pay for remedial programs, summer school, classroom aides, or reduced class size to help at-risk students learn. For example, summer school costs only approximately $1,300 per student compared to $4,051 for a repeated grade. Even special education help for a learning disabled child costs on average only $1,600 (half of which is spent on testing and staffing instead of instruction). At a wage of $6 an hour for an aide, it would take the savings from only 1.6 retained students to have an extra adult in every classroom full time.

Ironically, however, retention does not appear as a line item in any educational budget. No jurisdiction appears to bear the cost of the extra year. Because most students do not stay in the same district for 13 years of school, it does not matter to local districts that some students take 14 years. If a student stays in a district only 4 years, then the cost of grades 1–2–3–4 is the same as grades 1–2–3–3. Even states are not aware that they are paying for an extra year. Because the real cost of retention is never explicitly acknowledged, local educators find it difficult to redirect savings from students not retained to more effective instructional programs.

The Futility of Flunking

Researchers have not been able to tell why retention doesn't work as intended. Some speculate that the negative emotional effects of repeating harm subsequent learning. Others suggest that going through the same material again is a crude and ineffec-

No Benefits from Kindergarten Retention

The decade of the 1980s saw a dramatic rise in the number of children asked to repeat kindergarten. In districts with special programs for "unready" kindergartners, as many as 50 percent were held back (California Department of Education 1988). An extra year before 1st grade is now offered in a variety of different forms: transition classrooms before 1st grade, developmental kindergarten before kindergarten, and straight repeating of kindergarten. According to its advocates, kindergarten retention, because it is intended to prevent school failure caused by immaturity, is different from retention in later grades.

Controlled studies do not support the benefits claimed for extra-year programs, however, and negative side effects occur just as they do for retention in later grades. In a review of 16 controlled studies on the effects of extra-year programs, the predominant finding is one of no difference (Shepard 1989). For example, when researchers followed extra-year children to the end of 1st grade or as far as 5th grade and compared their performance to unready children whose parents refused the extra year, the extra-year children performed no better academically despite being a year older for their grade. The conclusion of "no benefit" holds true even for studies where children were selected on the basis of immaturity rather than for academic risk, and even where a special transition curriculum was offered rather than repeating regular kindergarten.

Although the majority of teachers believe that retention in kindergarten does not carry a social stigma "if handled properly," extra-year children are more likely to have lower self-concepts and poorer attitudes toward school compared to controls (Shepard 1989). Parent interviews reveal both short-term and long-term distress associated with the retention decision such as teasing by peers, tears because friends are going on, and references years later like, "If I had only been able . . . , I would be in 3rd grade now." (Shepard and Smith 1989b).

Various analysts have suggested that kindergarten retention is an educational fad, gaining popularity because of the apparent need to remove unready children from increasingly narrow academic demands in kindergarten and 1st grade. Long periods of seat work, worksheets, and "staying in the lines" are required of children, inconsistent with the normal development of 5- and 6-year-olds. Ironically, retention and holding children out of school, intended to protect them from inappropriate expectations, actually contribute to the escalation of demands, thereby placing more and more children at risk. As kindergartens become populated with 6-year-olds who have had 3 years of preschool, teachers find it difficult to teach to the normal 5-year-olds in the class. The problem can only be solved with more developmentally appropriate curriculum in the early grades and reform of harmful instructional practices, something that many national associations have called for, including the National Association for the Education of Young Children, the National Association of State Boards of Education, the Association for Childhood Education International, the Association for Supervision and Curriculum Development, the International Reading Association, the National Association of Elementary School Principals, and the National Council of Teachers of English. Until this problem of kindergarten retention is addressed on a national scale, educators must deal with its consequences—which will negatively affect the quality of education at every level of schooling.

—Lorrie A. Shepard and Mary Lee Smith

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tive way to individualize instruction since a child may be more than one year behind in some subjects and only a few months behind in others. Because retention itself is considered to be the treatment, there is usually no additional effort to correct the poor quality of teaching and learning that occurred the first time through. In other words, the child may have failed to achieve grade-level standards because the programs or teachers he had were ineffective. Merely repeating the same curriculum or instruction is not likely to fix the problem. If extra money exists to support remediation along with retention, then educators should ask why students can't receive the extra help in the context of their normal grade placement.

The public and many educators find it difficult to give up on retention. To do so seems to mean accepting or condoning shamefully deficient skills for many high school graduates. It is easier for the public to credit research findings that retention harms self-esteem and increases the likelihood of dropping out than to believe the most critical finding—that retention worsens rather than improves the level of student achievement in years following the repeat year. Only with this fact firmly in mind, verified in over 50 controlled studies, does it make sense to subscribe to remediation and other within-grade instructional efforts which have modest but positive evidence of success. Perhaps the futility of flunking students to make them learn would be more obvious if it were recognized that statistically, social promotion has been dead for at least 10 years (i.e., cumulative retention rates are very high). Today's graduates and dropouts are emerging from a system that has imposed fierce non-promotion rates, flunking between 30 and 50 percent of all entering students at least once in their school careers. Strict promotion standards have been enforced for a decade and, as would have been predictable from the retention research findings on achievement, have not appreciably improved the performance of current graduates. Ultimately, hopes for more dramatic improvements in student learning

U.S. school districts spend nearly $10 billion a year to pay for the extra year of schooling necessitated by retaining 2.4 million students.

(than can be expected from promotion plus remediation) will only come from thoroughgoing school changes —more support and opportunities for teachers to work together in addressing the problems of hard-to-teach children (Martin 1988), and curricular reforms designed to engage all children in meaningful learning tasks that provide both the context and the purpose for acquiring basic skills (Resnick 1987).□

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Authors' note: Portions of this article were developed for the Center for Policy Research in Education Policy Briefs. (1990, January). "Repeating Grades in School: Current Practice and Research Evidence." New Jersey: Rutgers, The State University of New Jersey.

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WHAT DOES THE RESEARCH TELL US...

ABOUT REMEDIATION?

"Will holding children back offer them the chance to learn more basic skills?"

No! Low-achieving students who are promoted score higher on achievement tests than students who were retained. (Koons, 1977)

No! A child who repeats first grade is not really any better off after retention. (Street and Leigh, 1971)

No! Retained pupils learn less - many show actual regression (Sowards and Scobey, 1961)

No! Even in cases of improvement (with retention), the gain is hardly enough to justify a whole year of extra work. (Gaite, 1969)

ABOUT MATURITY?

"Does retention, especially in the earlier grades, give students time to grow and mature? And does this increase their adjustment to school and their learning success?"

No! Students who are promoted have significantly better personal and social adjustment in school than students who are retained. (Holmes and Matthews, 1984; Rose et al., 1983)

No! Negative self-concept is associated with retention; pupils who were retained more than once had an even lower self-concept than those retained once. (White and Howards, 1973)

No! Retained children continue to associate with children in higher grades and tend not to relate socially with younger classmates. (Sandin, 1944)

ABOUT HOMOGENEITY?

"Does retention reduce the range of abilities in classes and therefore enhance learning?"

No! Non-promotion does not increase the homogeneity of grade groups. (Rucker, 1960)

No! Narrowing the ability range in the classroom does not improve the academic achievement of pupils at any ability level. (Goldberg, 1966)

No! Retention does not reduce the range of specific abilities with which teachers must cope. (Goodlad, 1954; Coffield and Blommers, 1956; Bossing and Brien, 1979)

ABOUT MOTIVATION?

"Is the threat of non-promotion an incentive to make students work harder?"

No! Children who were told at the beginning of the term that all would be promoted did as well on comprehensive achievement tests as those told that if they did not do good work they would not be promoted. (Otto and Melby, 1935)

No! The ability level of a school's seventh grade class is not affected by the rigidity or leniency of its promotion policy. (Coffield and Blommers, 1956)

No! Students who fail tend to blame it on external forces over which they have no control. (Godfrey, 1972)

No! No one argues any longer that retention will help motivate problem students. "...failure is self-perpetuating. Students who feel they are failures [as] Glasser stresses, behave as failures to solidify their identities as failures." (Thompson, 1980)

ABOUT YOUNGNESS?

"Should students who are in the younger half of the class wait to begin school?"

No! Children who were fully six years old when they entered first grade were only nine percentile points ahead of children who were only five when they started first grade. (Davis, Trimble and Vincent, 1980)

No! First graders who were in the youngest three months of their class scored at the 62nd percentile in reading; the oldest three month children were at the 71st percentile. (Shepard and Smith, 1985)

No! The effects of being old or young in a grade diminish as grade level increases. (Langer, Kalk and Searls, 1984)

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

ERIC Digest

ESL Teacher Education

Prepared by Carol Kreidler

November 1987

The Growing Profession

Although the teaching of English to speakers of other languages (ESOL) is a relatively young profession, it is, in reality, quite an old activity. When the Angles and Saxons invaded Britain some 1500 years ago, the two tribes found it easier to teach their own language (which has evolved into present-day English) to the conquered Britons than to learn the Britons' tongue.

Until the time of World War II the teaching of English was rather hit or miss in the United States. Most immigrants found the lack of ability to speak English an occupational as well as a social and psychological handicap. Instruction in English for adult immigrants was provided in Americanization schools for those who wished to enroll, while public school children were required to do their studies in English with no extra help. There was no concentrated effort to aid non-English speakers.

In 1940, the first teachers of English as a foreign language were enrolled at the University of Michigan in a training program that was based on structural or descriptive linguistics. At about the same time in the Army Language School, the analysis of a variety of languages and their contrasts with the English language added to the expansion of the evolving field of linguistics. These developments in the study of languages, including the English language, gave impetus to the inauguration of programs in linguistics at colleges and universities. General linguistics programs often included classes or areas of concentration in applied linguistics which, at that time, were mainly programs of preparation for teaching English to speakers of other languages.

The Growing Number of Teacher Preparation Programs

In 1964 the National Defense Education Act authorized summer institutes to provide training for teachers of English as a second language (ESL), and the number of university programs in ESL grew. Forty-six programs in 36 institutions were described in a 1972 directory of TESOL (Teachers of English to Speakers of Other Languages) preparation programs; the 1986 edition of the directory lists 196 programs offered at 143 institutions.

The Growth of Certification

A milestone in professionalization occurred in 1966 with the founding of Teachers of English to Speakers of Other Languages (TESOL), a professional organization for those concerned with the teaching of English as a second or foreign language. TESOL started with 337 members; today the organization numbers more than 11,000.

TESOL, in an attempt to address concerns of educators, held a conference (1970) to develop guidelines for certification and preparation of ESL teachers in the United States. These guidelines, which are in three parts, define the role of an ESL teacher in an American school, describe the personal qualities and professional competencies the teacher should possess, and describe the features of a professional preparation program designed to fulfill those competencies. They have been used extensively by the states in setting their requirements for certification.

From 1976 to 1980 the number of states offering some kind of certification in ESL increased almost five-fold, from 4 to 19. At present, 33 states and the District of Columbia have certification or endorsement and two states have pending certification legislation.

Special Preparation for ESL

It has been claimed that an English-speaking child has the ability to use most of the sounds and grammatical forms in a communicative context by the beginning of school. The content of training programs must, therefore, be different for those who will teach anyone who does not already know these forms. The teacher of ESL must know more than simply how to speak the language. Studies in English linguistics, anthropology, psy-

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chology, and sociology, as well as in education, form the special areas of preparation for the ESL teacher.

Special Programs for ESL

Traditionally, the study of linguistics has been a graduate endeavor; likewise, programs for preparing teachers of ESL have usually been offered at the graduate level. Out of the 46 teacher preparation programs listed in the 1972 directory mentioned earlier, only five were at the bachelor's degree level, while 33 were at the master's level. The 1986 version of the directory lists 25 programs at the bachelor's level and 120 at the master's level. Professional preparation programs at one or both of these levels are in place for most states at state universities and/or private institutions.

The fact that most of the programs are graduate programs also accounts for the number of states that have endorsements for ESL rather than full certification since teachers often get their additional training in ESL adding endorsements to previous basic certification. Many school systems provide inservice training in ESL; moreover, the TESOL organization, through its affiliates and their conferences which offer Continuing Education Units, has taken the responsibility for a great deal of inservice ESL teacher education.

Some Future Directions

Since the 1970s, a change in teaching methodology that has pervaded the teaching of ESL is the change from a teacher–centered classroom to a student– or learner-centered classroom. In the learner–centered classroom the teacher becomes a facilitator of learning, and it is important that students in teacher preparation courses are taught in a manner that reflects this approach to learning.

Teacher preparation programs are presently being challenged to produce teachers who understand the theory behind the methodologies. Freeman (1987) points out that the teacher trainer's first task is to find out how people learn to teach, to understand the processes through which individuals learn to be language teachers. Only then can we concentrate our efforts on improving the quality of language teacher education.

But teachers of ESL are, above all, teachers. New directions in ESL preparation parallel new directions in the preparation of all teachers. In education today there is discussion regarding the amount of time prospective teachers spend learning how to teach rather than learning the content of what they will teach. Prospective teachers of ESL are in this way like those of other fields. For years the emphasis has been on the learner in the classroom; now we are beginning to see more emphasis on the teacher. After all, the teacher is a crucial determiner of success in the classroom.

Resources

Teachers of English to Speakers of Other Languages (TESOL) is a membership organization that publishes a bimonthly newsletter, a quarterly journal, and other publications. In addition to the previously mentioned Guidelines for Certification, the TESOL organization has also published standards for professional preparation programs. The address for TESOL is Suite 205, 1118 22nd St. NW, Washington, DC 20037.

For Further Reading

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This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. 400–86–0019. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

Office of Educational Research and Improvement *U.S. Department of Education*

AM I AN EFFECTIVE ESL TEACHER?

by Connie Williams and Stephen Cary

		Always	Most of the time	Never
1)	I let my students pass through a "silent period" where the emphasis is on listening, not speaking.	2	1	0
2)	Instead of forcing production, I let speech emerge spontaneously.	2	1	0
3)	I keep the learning environment as stress free as possible.	2	1	0
4)	My students are generally enthusiastic and look forward to our ESL lessons.	2	1	0
5)	I readily accept student errors and don't spend time on correction drills.	2	1	0
6)	I build my activities around student needs and interests.	2	1	0
7)	I allow language skills to be developed in a natural sequence-listening, speaking, reading, writing.	2	1	0
8)	I maintain student interest by varying my instructional activities/media.	2	1	0
9)	I wait for students to develop solid oral skills before moving on to reading and writing activities.	2	1	0
10)	Whenever possible, I use real objects, visuals, and manipulatives to teach language.	2	1	0
11)	For each ESL lesson, I have a clear objective in mind.	2	1	0
12)	I keep a written record of the language progress made by each student.	2	1	0

13)	I teach vocabulary and grammar structures in a meaningful context rather than as isolated words or phrases.	2	1	0
14)	I emphasize cooperative learning activities and favor heterogeneous grouping over ability grouping.	2	1	0
15)	I integrate several other curriculum areas into my ESL lessons.	2	1	0
16)	I emphasize <u>using</u> language over <u>producing</u> language.	2	1	0

KEY

Total	Effectiveness Profile
32	You are the world's most effective ESL teacher (and a teller of tall tales).
26-31	You are a conscientious and highly effective ESL teacher (and not paid what you are worth).
16-25	You are usually effective but have room to improve.
9-15	You are often ineffective (but there is hope).
0-8	You are destined to soon switch professions.